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**A COMPARISON OF THREE LANGUAGE
ASSESSMENTS**

by

Laura Wrobel

**An independent study submitted in partial fulfillment of
the requirements for the degree of**

Master of Science in Speech and Hearing

Emphasis in Education of the Hearing Impaired

**Washington University
Department of Speech and Hearing**

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INTRODUCTION

Language assessment tools allow deaf educators to assess the language of their students. Based on the assessment results, educators can select Individualized Educational Plan (IEP) objectives, and plan instruction to promote language acquisition of children who are hard of hearing, deaf, and/or language delayed. Assessment tools also used to monitor progress and report to parents. Each assessment tool includes a manual and evaluation form(s).

The following assessment tools have been developed to aid in assessing language:

- 1.) The Teacher Assessment of Grammatical Structures (TAGS), developed by Jean S. Moog and Victoria J. Kozak in 1983 at Central Institute for the Deaf, St. Louis, Missouri.
- 2.) The Teacher Assessment of Spoken Language (TASL), developed by Jean Sachar Moog and Julia J. Biedenstein in 1995 at Moog Oral School, St. Louis, Missouri.
- 3.) The Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS), developed by Elizabeth M. Wilkes in 1999 at Sunshine Cottage School for the Deaf, San Antonio, Texas.

PURPOSE

The aforementioned assessment tools carry the same purpose. Each tool is used to assess a child's current language level and to record language acquisition and progress

over a period of time in numerous settings. Each tool is used for planning lessons and goals for Individualized Education Plans. Each tool is used to explain a child's progress and goals to parents and other professionals with ease.

The purpose of this study was to analyze the similarities and differences among the assessment tools and discuss the strengths and weaknesses of each assessment tool. The purpose was also to discover which one is the most concise, simplest to administer, and easiest to explain to parents.

METHOD

Assessment manuals and evaluation forms were obtained, read and analyzed. Spontaneous language samples were collected from two children: Child #1 at a 2-3 word level and child #2 at a 4-5 word level. These children were chosen because they were at different language levels, were generally cooperative children and were accessible to the examiner. Language samples from these children were obtained during lunch, the after-school program, and indoor recess at Central Institute for the Deaf. Child #1's language sample was taken during 2 lunch periods, an after-school program, and story time with a teacher and 3 other students, totaling approximately 2 hours. Child #2's language sample was taken during 2 lunch periods and an indoor recess, totaling approximately 1.5 hours (see Appendix A and B for language samples of each child). The language samples were written as they were spoken and later analyzed in order to complete the 3 assessment evaluation forms (see Appendix C for evaluation forms). Spontaneous language samples

were analyzed because that is the only level all three assessment tools incorporated on the evaluation forms. Also, since spontaneous language is the most difficult level of language to assess, analyzing this level would be a good indicator of the ease of use of each tool. After the language was analyzed using evaluation forms from each assessment tool, conclusions were drawn. Each manual was evaluated in a variety of categories.

TAGS

MANUAL AND EVALUATION FORMS

The TAGS manual provides a detailed rationale and description of its rating forms. It explains how to determine where to begin when analyzing a child's language. It provides norms of language development in children with normal hearing and no language delay to use as a guide. This assessment tool may also be used to evaluate sentence structure for children who use sign language.

The TAGS manual explains what each level of competence entails:

COMPREHENSION-observe whether the child does what he or she is supposed to do when asked a question or given an imperative statement.

IMITATED PRODUCTION-child says something, teacher expands what the child said and incorporates the desired structure, child imitates (or attempts) expanded version.

PROMPTED PRODUCTION-may be teacher prompted, situation prompted, or language prompted. The purpose of this level is to bridge the gap between drill or skill building to spontaneous use.

SPONTANEOUS PRODUCTION-the child uses the structure on his/her own appropriately without any reminders from the teacher.

The rating on the aforementioned competency levels involves a decision on the specified criteria. The rater must decide if the level of competence:

- has not been demonstrated.
- is emerging.
- is acquired.

When deciding whether a skill is acquired or emerging, the rater must consider the degree of facility with which the child uses the structure being rated.

Dotted x's (x̣) and half x's (x̣) indicate that a structure has been selected as a teaching objective and will be targeted in upcoming weeks. Objectives that have already been achieved are indicated by full, solid x's (X) and half x's (X̣) if the skill is emerging.

It is suggested that the rater use different colored pens when recording so that it is easier to note at which point of the school year the child has acquired each language structure.

The TAGS manual suggests ways to group children by abilities, obtain language samples, and how to plan instruction and keep records. It also provides criteria for accepting a spoken word as recognizable, and clearly defines how to use the TAGS. The manual explains the evaluation forms in great detail. The TAGS assesses language at three levels: The pre-sentence level, the simple sentence level, and the complex sentence level. The manual explains which form is appropriate for a particular child according to his/her present language and age level.

Throughout the manual, the grammatical categories for each sentence level are written and explained. For example, on the Simple Sentence TAGS evaluation form, the grammatical categories are: noun modifiers, pronouns, prepositions, adverbs, verbs, and questions. Listed vertically within each category are examples of grammatical structures to be acquired (in a hierarchical sequence). For example, on the Simple Sentence TAGS evaluation form listed under the grammatical category 'Noun Modifiers' there are different levels. Level S-1 lists color adjectives being the most likely to be acquired first through demonstrative adjectives, which are most likely to develop later. It is unlikely that a child will acquire demonstratives before color adjectives, therefore, color adjectives are listed in level S-1 and demonstrative adjectives are listed in level S-6. The TAGS manual and evaluation form provides examples of acceptable productions at each level and category. The manual indicates that a child may be evaluated on two different forms at once. For example, a child may be talking in 2-3 words most of the time, but occasionally generates sentences 4-5 words in length. The longer sentences may not include all the words necessary to be grammatically correct, however, that language structure may be evaluated as 'emerging'. If a child normally generates 3 word sentences such as, "Boy is eating", but the teacher hears the child say, "Boy is eating my pie", the teacher may begin to assess the child's language on the Simple Sentence TAGS form. The teacher may model the sentence correctly and the child may try to imitate. The rater may mark the Simple Sentence TAGS form with a dotted x (x) at the imitation level and may target that structure in future lesson plans.

The manual provides examples of what is not considered acquired for a language structure. For example, a teacher provides a model, "The boy hit the dog" but the child only imitates, "Boy hit." This is not considered an acquired language structure at the imitation level because it is not 3 words in length. However, if a child said, "The boy hit" it is also not considered acquired because the utterance does not include the 3 critical elements (noun-verb-noun) needed to be considered "acquired".

STRENGTHS OF THE TAGS

The TAGS was developed by experienced deaf educators who are experienced with standardized language tests, and familiar with language acquisition in children with normal hearing. This assessment may also evaluate sentence structure for children who sign. The developers understand the ways in which instruction for hearing impaired children parallels language development in normal hearing children. Therefore, it is written so most inexperienced teachers will have minimal problems understanding its use. It simply states what is considered acceptable and not acceptable at the various competence levels regarding children's sentence productions. The manual is informative and can be used as a reference when a teacher is experiencing difficulty with the TAGS. The evaluation forms are self-explanatory and organized. Although the manual and evaluation forms provide examples, there is plenty of opportunity for teacher creativity.

LIMITATIONS OF THE TAGS

According to the criteria set forth in the manual, it is nearly impossible for a child to be rated as having acquired language structure at the spontaneous level. The criterion for acquiring spontaneous language production is the teacher's decision, which may lead to confusion and inconsistency. It takes a long time to score spontaneous language because 10 uses of each structure must be heard to be considered "acquired". Many times, it is difficult to distinguish whether a production was prompted or spontaneous.

TASL

MANUAL AND EVALUATION FORMS

This assessment tool may also be used for assessing language of those who are deaf, hard-of-hearing, or normal hearing with a language delay. The TASL manual provides a detailed rationale and description of its rating forms. It explains how to determine where to begin when analyzing a child's language. It does not provide norms of language development in children with normal hearing with no language delay to use as a guide.

The TASL does not distinguish levels of competence, however, it is recommended that the teacher evaluate comprehension when teaching a sentence type. Either the child acquires the sentence type or syntactic element spontaneously and advances to the next type, or another element or the type of element is drilled until it is acquired spontaneously. The rater must consider a sentence type and/or syntactic element as:

- emerging (N)

-when the child uses the item to some degree but not sufficiently to fulfill all the requirements specified in the criteria.

- acquired (X)

-when the child uses the specified item appropriately, with no prompting, and with ease.

If a sentence type or syntactic element is selected as an objective, it will be demonstrated on the evaluation form as follows:

- emerging (·,·)
- acquired (·,·)

All marks are recorded in the box printed to the left of the listed type or element. A skill is considered 'acquired' when a child can talk in the required number of words needed for that sentence level often, easily and communicating most of the time at this level. When deciding whether a skill is acquired or emerging, the rater must consider the degree of facility with which the child uses the structure being rated.

The TASL is laid out in a hierarchical sequence, which reflects an expected order of acquisition. Rather than having separate evaluation forms, all sentence levels and syntactic element requirements are listed on the same evaluation form. A four-page form is used for reference when targeting objectives and planning instruction. The form is helpful when lesson planning and when deciding target syntactic elements at each sentence level.

The levels range from level 1 to level 5 with level 1 being sentences of 1-2 words and level 5 being sentences of 10 or more words. The evaluator must decide how many words a child typically uses in a sentence to determine that child's language level. When the level is determined, the teacher may choose a particular sentence type to target. After the sentence type is determined, the teacher may look at the syntactic element(s) and decide which element(s) to target in the sentence type. The minimum number of syntactic elements required for a particular sentence level is written in parenthesis. To advance to the next level, the child needs to produce the number of elements listed in the parenthesis. It is possible to be at two sentence levels at once and to target more than one sentence type at the same level at once. For example, a child may have mastered all the sentence types at level 2 except for the 'Questions'. The teacher may then advance to level 3 in all areas but remain at level 2 for the 'Questions' sentence type. Also, it is possible for a child to be speaking at 6 or more words (level 3), but has not mastered the number of syntactical elements from level 2. This is not typical, but possible. Examples of acceptable productions are included in the manual, and one is included on the evaluation form to use as a "guide", just as the TAGS lists examples.

The rating criterion to go to the next level does not require that the child's production is be grammatically correct as long as the production includes the required number of words per sentence and the required number of syntactical elements. For all sentence types at all levels, a subject and a verb is necessary to move to the next sentence level. For example, a child will not be rated at a level 2 if he or she produces, "Girl red coat".

Even though the child produced 3 words, a verb was left out. A verb is needed to be considered “acquired” at level 2. If a child was to produce, “Boy is red cup” instead of , “The boy is in the red cup,” the child would be considered level 2 because he/she is using 3 or more words and includes a verb. The sentence type subject-verb-prepositional phrase is targeted and considered emerging.

STRENGTHS OF THE TASL

The TASL was developed by deaf educators with experience and knowledge in standardized language tests, language development in children with normal hearing, and how language instruction for children with hearing impairment parallels normal language development. This assessment tool may also be used to evaluate sentence structure for children who use sign language. The TASL allows teacher creativity when planning. The TASL manual mentions that a teacher may use this tool to evaluate sentence structure in written language. The criterion is more lenient than that of the TAGS in that the child does not need to produce a sentence type or syntactic element 10 times to be considered “acquired”. The criterion for what is considered prompted verses spontaneous is not an issue because prompted productions are evaluated but not written on the forms. This avoids the controversy the TAGS encounters when considering, “Is this production considered prompted or spontaneous?” The TASL evaluation forms are concise.

LIMITATIONS OF THE TASL

An inexperienced teacher may need a more stringent criterion. An inexperienced teacher or even the most experienced teachers may be too lenient about what to consider “acquired” and therefore overgeneralize a child’s mastery of a sentence type or syntactic element. A first year teacher may find the levels of competency useful in the TAGS rather than the vague criterion of the TASL.

CASLLS

MANUAL AND EVALUATION FORMS

The CASLLS’s developer has a master’s degree in speech-language pathology, deaf education, and a doctorate in linguistics. The purpose of the CASLLS is very comprehensive. The CASLLS provides evaluation for language, cognition, pragmatics, speech, and listening skills. For the purpose of this study, only the language portion was analyzed.

The CASLLS’ manual was incredibly thorough. It included age norms for which a particular structure was to be mastered in normal language development. The beginning of the manual provided suggestions of how to get language samples, how to construct activities to elicit language, and how to use the evaluation forms so that it is less cumbersome when recording evaluations.

The rating system for the CASLLS is as follows:

- emerging- the behavior has been observed at least once.

- mastered in some contexts- the child uses the behavior accurately, but perhaps only in class or therapy.
- generalized- The child never or almost never makes an error; the target is used easily and in a wide variety of settings.

The language evaluation forms are available in the following levels:

- 1.) pre-verbal level
- 2.) pre-sentence level
- 3.) simple sentence level
- 4.) complex level

The evaluation forms also have acceptable sentences written on the form itself. Age norms are written above each grammatical category. The categories vary from level to level.

STRENGTHS OF THE CASLLS

The CASLLS manual is very thorough and provides a plethora of ways to elicit language and obtain language samples. It also provides a review of language acquisition in a concise manner. This assessment tool may be useful to those with little experience in the field or who may not have a strong language background. This assessment tool also provides a way of obtaining information regarding speech acquisition and listening skills so that the teacher does not have to familiarize

himself/herself with other speech and auditory assessments. The pre-verbal portion of the CASLLS would be beneficial for birth-3 years programs.

LIMITATIONS OF THE CASLLS

Overall, this assessment tool was difficult to understand. The manual is overwhelming and contains unnecessary information for experienced teachers. Six forms are included when assessing language, speech, and auditory skills. Although the manual provided information about language structure, it provided no information about how to mark the evaluation forms. Experience using the TAGS allowed this evaluator to score the evaluation forms easily. Providing norms on the evaluation sheet may be discouraging to deaf educators and parents who are well aware that their student or child is language delayed. The evaluation form used linguistic terms that required me to refer to the manual. Without an inservice or orientation with this assessment, a teacher may find it confusing and cumbersome.

CONCLUSION

I had the advantage of working with the TAGS and the TASL during my graduate school education and had no experience with the newly developed CASLLS except for this study. Therefore, my conclusions may be biased. Although only approximately 2 hours of language sampling was obtained for each student, it proved to be a sufficient indicator when deciding which assessment tool is the least cumbersome to use.

The TAGS is the oldest of the 3 assessment tools and proved to be the easiest to understand and use. Its manual provided the most pertinent information and was easy to read. It provided the most specific criteria and left minimal questions when assessing language. Inexperienced teachers would be able to use it with ease. The TASL is very similar to the TAGS with some minor differences in criteria and would be most useful to experienced language assessors. When one understands the TAGS and becomes an experienced language assessor, transferring to the TASL if necessary or desired would be an easy transition. Perhaps the CASLLS would be easier to use and less overwhelming if the language assessor had had the opportunity to use it after instruction from someone who is familiar with the CASLLS.

APPENDIX A

Child # 1 is a 5 year-old oral child using 1-4 words per sentence. Her language samples were as follows:

2-12-01 (Lunch)

Tiffany . Bell.

My baby birthday.

Mommy, Daddy, Baby (signing with voice)

Oh, look!

I see fish.

It's yucky.

What is that?

I want potty.

You go potty?

Come here.

Oh. I want potty.

A long time.

Oh. Pooh Pooh.

Amy, I finish.

That hurt.

I mean one..two....

I want that one.

Tummy hurts.

Mine.

Come down.

All gone.

Hi.

I want cheese.

I finish.

I'm not walking.

Hurry. Hurry go fast.

Right here.

It other window.

2-15-01 (Story time)

Where's a book?

Thank you.

I want off.

Momma mean.

Look!

I big girl.

I have a teeth.

My rabbit hop hop.

I want see.

I want move

I want sit here.

It not sharp.

I want sit there.

2-22-01 (Lunch)

Mommy

Big

Daddy, Mommy

Cool up

Brooke Bell mommy

Ow Ow.

I open.

Look!

Napkin~~~~~

I got be ~~~~~

I gonna ~~~~~throw away.

I got no more.

I want potty.

NO!

I go.

I want help me please.

Okay

I ~ go

Paper towel

I finish

I finish that.

3-7-01 (After-school program at Central Institute for the Deaf)

Open.

Where's it go?

Pull!

I back in ~~~~

Smashing

I want paint

Here

My name Brooke.

I want airplane, please.

No.

I write Brooke name.

I write name.

Where the sticker?

What go way?

Where's the Christy?

What's your ~~?

Up up up. Down down down.

Thank you.

It juice.

It's all gone

Mama not here

I finish

I want paper

Not want red, blue, green

Mama not here.

I need help

I making cake

It's not pink

I ~ eyes.

I want

It's my

Eyes, nose, mouth

Yeah!

Brooke!

Oh. Look it.

Thank you, Kathryn

Wow!

I want step on with shoe

Lookie

Wait

I want birthday.

Here. Roll.

I see balloon.

Lookie, hi.

It color

What neck color

I want color

Stop it

Stop~~it neck

Roll.

I better put

A camera

Camera broke

Hello

Same

Here.

Pushing in the box

Not this broke

Look it out

Can't eat dirty

Help

I do it

It fell off

I want more

That one.

Thank you

Wait

Here it is

~~~me.

## Appendix B

Child # 2 is a 7 year-old male who uses 1-6 words per sentence. His language samples are as follows:

### 2-13-01 (Lunch)

Almost to be finished.

It's almost get finished.

Paint almost finish.

Then they paint rock. They weave, weave.

They lot of rocks. It get more, more, more.

It says, "Do not open."

Oh-look at here. Look that stuff.

Look, you cannot open door-lock

I'm freezing.

Look.

Remember playground (points)

Special fish. Look and they go one way.

Not big fish.

I know.

Look. Lotta lotta lotta fish.

Look. That for ice cream.

Puffer fish

Puffer fish, they pop

Not shark, boo! (thumbs down)

Puffer fish cool (thumbs up)

No way. No. You have puffer fish.

It special fish.

Brown, blue, peach..little baby.

Ocean (nods)

No babies not die.

No he's gotta get coffee.

Man goes that way that way.

No shark, no small.

Not right there.

She walking.

Man.

Yuck.

May I finish?

It not all dirty.

It clean.

Hi.

Stop.

**2-15-01(Indoor recess)**

Look, guys.

No. No. You have push push.

Stick. It stick it.

A bubble a bubble.

Look...Look. .. table.



Baily look the same.

Baily, look.

Look Bailey a baby.

Wahh.

Bailey look a(t) me. That's brother and sister.

Bailey has two boy.

No Daddy's right here.

No, Bailey.

Give me.

This is mine.

No, Bailey outside.

Gonna take you.

Look. That's a grandpa coming.

Hi. I missed you.

Bailey, put cars in garage.

Bailey, I'll be baby.

Bailey, Mom chair.

Michelle.

Oww.

I'm push off.

Look. Ha ha.

I'm mad.

Look, it's time for Daddy go bed.

Mail post office. Look.

Gimme dog where dog.

I know post office.

Time for morning time you

I have take a bath.

Grandma likes her.

C'mon

Oh my God!

Oww.

**2-27-01 (Lunch)**

You.

Joanna.

I want Aaron sit here.

You sit there.

Look my necklace.

Arooj!

Hamburger.

I make a(t) different library.

It's clean.

It.

Don't need wash table today.

That's not nice.

Joanna, that not nice.

Stop!

Arooj-stop it

Who? Aaron.

I don't know where Aaron.

Well, I don't know.

No, I was take off shirt.

I'm strong.

I'm very strong.

I can do it.

I'm very strong.

Watch.

I need drink milk.

Look. You have book.

I have heavy book.

I'm finished.

Alotta fish there inside.

Watch fish move.

## APPENDIX C

### EVALUATION FORMS

- 1.) Teacher Assessment of Grammatical Structures (TAGS)
- 2.) Teacher Assessment of Spoken Language (TASL)
- 3.) Cottage Acquisition Scales of Speech, Language, and Listening Skills (CASSLS)

# Teacher Assessment of Grammatical Structures

## Pre-Sentence Level

Developed by Jean S. Moog and Victoria J. Kozak

|              |            |
|--------------|------------|
| Child's Name | Child #1   |
| Birthdate    | 5 yrs. old |
| Teacher      |            |
| Date         |            |



Keys to  
Language  
Learning

The TAGS-P is designed to rate the child's understanding and use of the first single words up through a variety of two-word and three-word utterances. The structures listed on the TAGS-P are called pre-sentences. These one-, two-, and three-word structures are not sentences but they have been found to precede the development of sentences and therefore are considered to be forerunners of sentences that will develop later. The six grammatical categories rated are: SINGLE WORDS, TWO-WORD COMBINATIONS, WH-QUESTIONS, PRONOUNS and TENSE MARKERS.

### Key

#### Levels of Competence:

C = COMPREHENSION

I = IMITATED PRODUCTION

P = PROMPTED PRODUCTION

S = SPONTANEOUS PRODUCTION

#### Ratings:

☒ ACQUIRED

☐ EMERGING

☒ SELECTED OBJECTIVE

☐

## SINGLE WORDS

|                             | C | I | P | S |
|-----------------------------|---|---|---|---|
| 3 WORDS<br>any 3 words      |   |   |   | X |
| 15 WORDS<br>any 15 words    |   |   |   | X |
| 30 NOUNS<br>ball, coat      |   |   |   | X |
| 10 VERBS<br>run, eat        |   |   |   | X |
| 5 ADJECTIVES<br>red, big    |   |   |   | X |
| 5 PREPOSITIONS<br>on, under |   |   |   | X |

## TWO-WORD COMBINATIONS

|                               | C | I | P | S |
|-------------------------------|---|---|---|---|
| NOUN-NOUN<br>boy ball         |   |   |   | X |
| VERB-NOUN<br>throw ball       |   |   |   | X |
| NOUN-VERB<br>boy throw        |   |   |   | X |
| ADJECTIVE-NOUN<br>big ball    |   |   |   |   |
| PREPOSITION-NOUN<br>on table  |   |   |   |   |
| NEGATIVE-NOUN<br>not ball     |   |   |   |   |
| NEGATIVE-VERB<br>not throw    |   |   |   | X |
| NEGATIVE-ADJECTIVE<br>not red |   |   |   | X |
| WHERE-NOUN?<br>where daddy?   |   |   |   |   |
| WHO-VERB?<br>who run?         |   |   |   |   |

## THREE-WORD COMBINATIONS

|                                               | C | I | P | S |
|-----------------------------------------------|---|---|---|---|
| NOUN-NOUN-NOUN<br>boy ball chair              |   |   |   |   |
| NOUN-VERB-NOUN<br>boy throw ball              |   |   |   |   |
| NOUN-NOUN-VERB<br>boy girl throw              |   |   |   |   |
| NOUN-VERB-VERB<br>boy run jump                |   |   |   |   |
| NOUN-PREPOSITION-NOUN<br>ball on chair        |   |   |   |   |
| NOUN-COPULA-NOUN<br>mom is doctor             |   |   |   |   |
| NOUN-COPULA-ADJECTIVE<br>ball is red          |   |   |   |   |
| ADJECTIVE-NOUN-VERB<br>little boy run         |   |   |   |   |
| ADJECTIVE-ADJECTIVE-NOUN<br>big red ball      |   |   |   |   |
| ADJECTIVE-NOUN-NOUN<br>big ball chair         |   |   |   |   |
| PREPOSITION-ADJECTIVE-NOUN<br>on little chair |   |   |   |   |
| NOUN-NEGATIVE-NOUN<br>mom not nurse           |   |   |   |   |
| NOUN-NEGATIVE-VERB<br>boy not jump            |   |   |   |   |
| NOUN-NEGATIVE-ADJECTIVE<br>ball not blue      |   |   |   |   |
| NOUN-CONJUNCTION-NOUN<br>boy and girl         |   |   |   |   |
| VERB-CONJUNCTION-VERB<br>run and jump         |   |   |   |   |

## PRONOUNS IN THREE-WORD COMBINATIONS

|                                      | C | I | P | S |
|--------------------------------------|---|---|---|---|
| 1st PERSON SUBJECTIVE<br>I           |   |   |   | X |
| 1st PERSON POSSESSIVE<br>my, mine    |   |   |   | X |
| INDEFINITE<br>everybody, everyone    |   |   |   |   |
| 3rd PERSON SUBJECTIVE<br>he, she     |   |   |   |   |
| 1st PERSON PLURAL SUBJECTIVE<br>we   |   |   |   |   |
| 3rd PERSON PLURAL SUBJECTIVE<br>they |   |   |   |   |
| DEMONSTRATIVE<br>this, that          |   |   |   |   |
| 2nd PERSON SUBJECTIVE<br>you         |   |   |   | X |
| 3rd PERSON IMPERSONAL<br>it          |   |   |   |   |
| 3rd PERSON POSSESSIVE<br>his, her    |   |   |   |   |
| 1st PERSON OBJECTIVE<br>me           |   |   |   |   |
| 2nd PERSON POSSESSIVE<br>your        |   |   |   |   |
| 3rd PERSON OBJECTIVE<br>him, her     |   |   |   |   |

## WH-QUESTIONS IN THREE-WORD COMBINATIONS

|                                          | C | I | P | S |
|------------------------------------------|---|---|---|---|
| WHERE-NOUN?<br>where my ball?            |   |   |   | X |
| WHO-VERB-NOUN?<br>who push chair?        |   |   |   |   |
| WHAT-PREPOSITION-NOUN?<br>what on chair? |   |   |   |   |
| HOW MANY-NOUN?<br>how many ball?         |   |   |   |   |
| WHAT COLOR-NOUN?<br>what color ball?     |   |   |   |   |

## TENSE MARKERS IN THREE-WORD COMBINATIONS

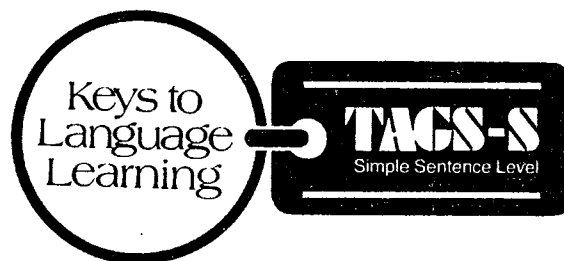
|                                                         | C | I | P | S |
|---------------------------------------------------------|---|---|---|---|
| ATTEMPTED PRESENT PROGRESSIVE<br>boy is eat, boy eating |   |   |   | X |
| PRESENT PROGRESSIVE<br>boy is eating                    |   |   |   |   |
| IRREGULAR PAST<br>boy broke car                         |   |   |   |   |
| SIMPLE PAST<br>boy pushed car                           |   |   |   |   |

# Teacher Assessment of Grammatical Structures

|              |                    |
|--------------|--------------------|
| Child's Name | <u>Child #2</u>    |
| Birthdate    | <u>7 yrs. - 04</u> |
| Teacher      | <u></u>            |
| Date         | <u></u>            |

## Simple Sentence Level

Developed by Jean S. Moog and Victoria J. Kozak



The TAGS-S is designed to rate the child's use of various grammatical structures in sentences of at least four words which contain a subject and a verb.

The headings across the top list the six grammatical categories rated: NOUN MODIFIERS, PRONOUNS, PREPOSITIONS, ADVERBS, VERBS, and QUESTIONS. This horizontal listing suggests to the teacher the grammatical categories to be developed.

The six levels of development labeled S-1 through S-6 are listed vertically. The vertical levels suggest to the teacher the sequence for teaching structures within each grammatical category.

## Key

### Levels of Competence:

I = IMITATED PRODUCTION

P = PROMPTED PRODUCTION

S = SPONTANEOUS PRODUCTION

### Ratings:

☒ ACQUIRED

☒ EMERGING

☒ SELECTED OBJECTIVE

☐

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# NOUN MODIFIERS

# PRONOUNS

# PREPOSITIONS

## LEVEL S-1

I P S

|                                    |  |  |  |
|------------------------------------|--|--|--|
| ADJECTIVE: color<br>red, yellow    |  |  |  |
| ADJECTIVE: size<br>big, little     |  |  |  |
| QUANTIFIER:<br>more                |  |  |  |
| QUANTIFIER:<br>cardinal nos. 1,2,3 |  |  |  |

## LEVEL S-1

I P S

|                                    |  |  |  |
|------------------------------------|--|--|--|
| 1st PERSON SUBJECTIVE:<br>I        |  |  |  |
| 1st PERSON POSSESSIVE:<br>my, mine |  |  |  |
| INDEFINITE:<br>everybody, everyone |  |  |  |
|                                    |  |  |  |

## LEVEL S-1

I P S

|                                            |  |  |  |
|--------------------------------------------|--|--|--|
| PLACE: (early developing)<br>in, on, under |  |  |  |
|                                            |  |  |  |
|                                            |  |  |  |
|                                            |  |  |  |

## LEVEL S-2

I P S

|                             |  |  |  |
|-----------------------------|--|--|--|
| INDEFINITE ARTICLE: I<br>a  |  |  |  |
| DEFINITE ARTICLE:<br>the    |  |  |  |
| ADJECTIVE:<br>pretty, happy |  |  |  |
| QUANTIFIER:<br>some         |  |  |  |

## LEVEL S-2

I P S

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| SINGULAR SUBJECTIVE:<br>he, she     |  |  |  |
| PLURAL SUBJECTIVE:<br>we            |  |  |  |
| 3rd PERSON SUBJECT, PLURAL:<br>they |  |  |  |
|                                     |  |  |  |

## LEVEL S-2

I P S

|                                        |  |  |  |
|----------------------------------------|--|--|--|
| PLACE: (common)<br>around, to, between |  |  |  |
|                                        |  |  |  |
|                                        |  |  |  |
|                                        |  |  |  |

## LEVEL S-3

I P S

|                                  |  |  |  |
|----------------------------------|--|--|--|
| POSSESSIVE:<br>boy('s), girl('s) |  |  |  |
| QUANTIFIER:<br>many, a lot       |  |  |  |
| QUANTIFIER:<br>first, last       |  |  |  |
|                                  |  |  |  |

## LEVEL S-3

I P S

|                              |  |  |  |
|------------------------------|--|--|--|
| DEMONSTRATIVE:<br>this, that |  |  |  |
| 2nd PERSON SINGULAR:<br>you  |  |  |  |
| 3rd PERSON IMPERSONAL:<br>it |  |  |  |
|                              |  |  |  |

## LEVEL S-3

I P S

|                                        |  |  |  |
|----------------------------------------|--|--|--|
| MANNER: with<br>I cut it with a knife. |  |  |  |
|                                        |  |  |  |
|                                        |  |  |  |
|                                        |  |  |  |

## LEVEL S-4

I P S

|                                    |  |  |  |
|------------------------------------|--|--|--|
| DEMONSTRATIVE:<br>this, that       |  |  |  |
| QUANTIFIER:<br>all                 |  |  |  |
| QUANTIFIER:<br>another, other      |  |  |  |
| DOUBLE ADJECTIVE:<br>big, red ball |  |  |  |

## LEVEL S-4

I P S

|                             |  |  |  |
|-----------------------------|--|--|--|
| POSSESSIVE:<br>his, her     |  |  |  |
| 1st PERSON OBJECTIVE:<br>me |  |  |  |
| POSSESSIVE:<br>your         |  |  |  |
|                             |  |  |  |

## LEVEL S-4

I P S

|                                                    |  |  |  |
|----------------------------------------------------|--|--|--|
| PLACE:<br>at, near, up, down, from                 |  |  |  |
| ACCOMPANIMENT: with<br>The girl came with her dog. |  |  |  |
|                                                    |  |  |  |
|                                                    |  |  |  |

## LEVEL S-5

I P S

|                                           |  |  |  |
|-------------------------------------------|--|--|--|
| COMPARATIVE ADJECTIVE:<br>bigger, longer  |  |  |  |
| QUANTIFIER:<br>ordinal nos. 1st, 2nd, 3rd |  |  |  |
| QUANTIFIER:<br>next                       |  |  |  |
| QUANTIFIER:<br>both                       |  |  |  |

## LEVEL S-5

I P S

|                          |  |  |  |
|--------------------------|--|--|--|
| OBJECTIVE:<br>him, her   |  |  |  |
| INDEFINITE:<br>something |  |  |  |
| REFLEXIVE:<br>myself     |  |  |  |
|                          |  |  |  |

## LEVEL S-5

I P S

|                                          |  |  |  |
|------------------------------------------|--|--|--|
| PARTITIVE:<br>a box of, most of, some of |  |  |  |
| TIME:<br>until, after, before            |  |  |  |
|                                          |  |  |  |
|                                          |  |  |  |

## LEVEL S-6

I P S

|                                            |  |  |  |
|--------------------------------------------|--|--|--|
| SUPERLATIVE ADJECTIVE:<br>biggest, longest |  |  |  |
| QUANTIFIER:<br>most, every                 |  |  |  |
| QUANTIFIER:<br>a few                       |  |  |  |
| DEMONSTRATIVE:<br>these, those             |  |  |  |

## LEVEL S-6

I P S

|                               |  |  |  |
|-------------------------------|--|--|--|
| 1st PERSON OBJ. PLURAL:<br>us |  |  |  |
| 2nd PERSON POSSESSIVE:<br>its |  |  |  |
|                               |  |  |  |
|                               |  |  |  |

## LEVEL S-6

I P S

|                          |  |  |  |
|--------------------------|--|--|--|
| MANNER:<br>without       |  |  |  |
| OTHER:<br>of, for, about |  |  |  |
|                          |  |  |  |
|                          |  |  |  |

# ADVERBS

# VERBS

# QUESTIONS

## LEVEL S-1

I P S

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## LEVEL S-1

I P S

|                                         |  |  |  |
|-----------------------------------------|--|--|--|
| ROOT FORM OF VERB:<br>eat, run          |  |  |  |
| NEGATIVE ROOT FORM:<br>not eat, not run |  |  |  |
| IRREGULAR PAST:<br>ate, ran, fell       |  |  |  |
|                                         |  |  |  |

## LEVEL S-1

I P S

|                                    |  |  |  |
|------------------------------------|--|--|--|
| WHERE?<br>Where Mom put lunch box? |  |  |  |
| WHAT COLOR?<br>What color is ball? |  |  |  |
|                                    |  |  |  |
|                                    |  |  |  |

## LEVEL S-2

I P S

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## LEVEL S-2

I P S

|                                        |  |  |  |
|----------------------------------------|--|--|--|
| COMPOUND VERB<br>run and jump          |  |  |  |
| NEGATIVE COMPOUND:<br>not run and jump |  |  |  |
| ANY FORM "TO BE":<br>is, am, are       |  |  |  |
| NEGATIVE "TO BE":<br>is not blue       |  |  |  |

## LEVEL S-2

I P S

|                                      |  |  |  |
|--------------------------------------|--|--|--|
| WHO?<br>Who push the chair?          |  |  |  |
| HOW MANY?<br>How many you want?      |  |  |  |
| IS...?<br>Is the ball outside?       |  |  |  |
| WHAT IS...?<br>What is on the table? |  |  |  |

## LEVEL S-3

I P S

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| PLACE:<br>outside, here, there, up  |  |  |  |
| DEGREE:<br>very, too                |  |  |  |
| TIME:<br>yesterday, today, tomorrow |  |  |  |
|                                     |  |  |  |

## LEVEL S-3

I P S

|                                        |  |  |  |
|----------------------------------------|--|--|--|
| PRESENT PROGRESSIVE:<br>is eating      |  |  |  |
| NEGATIVE PRES. PROG.:<br>is not eating |  |  |  |
| SIMPLE PAST:<br>walked, jumped         |  |  |  |
| NEGATIVE PAST:<br>did not eat          |  |  |  |

## LEVEL S-3

I P S

|                                                    |  |  |  |
|----------------------------------------------------|--|--|--|
| PRES. PROG. INT. ERROG. REV.<br>Is the boy eating? |  |  |  |
|                                                    |  |  |  |
| PAST INTERROG. REVERSAL:<br>Did the boy jump?      |  |  |  |
|                                                    |  |  |  |

## LEVEL S-4

I P S

|                     |  |  |  |
|---------------------|--|--|--|
| TIME:<br>last, then |  |  |  |
|                     |  |  |  |
|                     |  |  |  |
|                     |  |  |  |

## LEVEL S-4

I P S

|                                             |  |  |  |
|---------------------------------------------|--|--|--|
| EARLY INFINITIVE:<br>want to, like to       |  |  |  |
| NEGATIVE EARLY INFINITIVE:<br>don't want to |  |  |  |
| FUTURE:<br>going to, will                   |  |  |  |
| NEGATIVE FUTURE:<br>not going to, won't     |  |  |  |

## LEVEL S-4

I P S

|                                                             |  |  |  |
|-------------------------------------------------------------|--|--|--|
| EARLY INFINITIVE:<br>Do you want to...?                     |  |  |  |
|                                                             |  |  |  |
| FUTURE: going to? will?<br>Are you going to write a letter? |  |  |  |
|                                                             |  |  |  |

## LEVEL S-5

I P S

|                              |  |  |  |
|------------------------------|--|--|--|
| TIME: (days)<br>Wednesday    |  |  |  |
| TIME:<br>soon, next, finally |  |  |  |
|                              |  |  |  |
|                              |  |  |  |

## LEVEL S-5

I P S

|                                                 |  |  |  |
|-------------------------------------------------|--|--|--|
| KNOW NOW TO:<br>know how to dive                |  |  |  |
| NEGATIVE KNOW HOW TO:<br>don't know how to dive |  |  |  |
|                                                 |  |  |  |
|                                                 |  |  |  |

## LEVEL S-5

I P S

|                                            |  |  |  |
|--------------------------------------------|--|--|--|
| KNOW HOW TO...<br>Do you know how to swim? |  |  |  |
|                                            |  |  |  |
|                                            |  |  |  |
|                                            |  |  |  |

## LEVEL S-6

I P S

|                                |  |  |  |
|--------------------------------|--|--|--|
| TIME:<br>last week, last month |  |  |  |
| TIME:<br>next week, next year  |  |  |  |
|                                |  |  |  |
|                                |  |  |  |

## LEVEL S-6

I P S

|                                                       |  |  |  |
|-------------------------------------------------------|--|--|--|
| MODAL AUXILIARY:<br>can, could, should                |  |  |  |
| NEGATIVE MODAL AUX.<br>can not, could not, should not |  |  |  |
|                                                       |  |  |  |
|                                                       |  |  |  |

## LEVEL S-6

I P S

|                                            |  |  |  |
|--------------------------------------------|--|--|--|
| MODAL CAN OR MAY:<br>Can you fix my truck? |  |  |  |
|                                            |  |  |  |
|                                            |  |  |  |
|                                            |  |  |  |

# Teacher Assessment of Grammatical Structures

## Complex Sentence Level

Developed by Jean S. Moog and Victoria J. Kozak

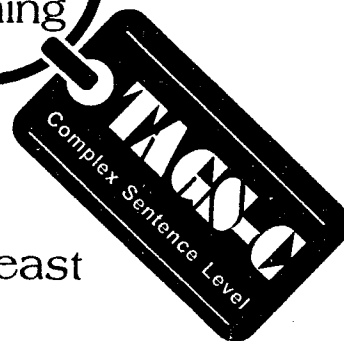
Child's Name \_\_\_\_\_

Birthdate \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Keys to  
Language  
Learning



The TAGS-C is designed to rate the child's use of various grammatical structures in sentences of at least six words which contain a subject and a verb.

The headings across the top list the six grammatical categories rated: NOUNS, PRONOUNS, VERB INFLECTIONS, SECONDARY VERBS, CONJUNCTIONS and QUESTIONS. This horizontal listing suggests to the teacher the grammatical categories to be developed. The six levels of development labeled C-1 through C-6 are listed vertically. The vertical levels suggest to the teacher the sequence for teaching structures within each grammatical category.

## Key

### Levels of Competence:

**I = IMITATED PRODUCTION**

**P = PROMPTED PRODUCTION**

**S = SPONTANEOUS PRODUCTION**

### Ratings:

☒ **ACQUIRED**

☐ **EMERGING**

☒ **SELECTED OBJECTIVE**



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# SECONDARY VERBS

# CONJUNCTIONS QUESTIONS

## LEVEL C-1

I P S

|                                                                               |  |  |  |
|-------------------------------------------------------------------------------|--|--|--|
| NEGATIVE: modified by prep.phr.<br>Julie <b>failed</b> to jump over the rock. |  |  |  |
| NEGATIVE: modified by adverb<br>She <b>hasn't</b> promised to be here today.  |  |  |  |
|                                                                               |  |  |  |
|                                                                               |  |  |  |

## LEVEL C-1

I P S

|                                                               |  |  |  |
|---------------------------------------------------------------|--|--|--|
| AND: (joining clauses)<br>Julie played the piano and Suesang. |  |  |  |
| AFTER: After you left,<br>the doctor called me.               |  |  |  |
| BECAUSE: We have to finish<br>because it's time to leave.     |  |  |  |
|                                                               |  |  |  |

## LEVEL C-1

I P S

|                                        |  |  |  |
|----------------------------------------|--|--|--|
| WHAT:<br>What did you eat for dinner?  |  |  |  |
| WHERE:<br>Where will you put the book? |  |  |  |
| WHO:<br>Who gave you the ring?         |  |  |  |
|                                        |  |  |  |

## LEVEL C-2

I P S

|                                                             |  |  |  |
|-------------------------------------------------------------|--|--|--|
| INFINITIVE WITH OBJECT:<br>He <b>tried</b> to hit the ball. |  |  |  |
|                                                             |  |  |  |
|                                                             |  |  |  |
|                                                             |  |  |  |

## LEVEL C-2

I P S

|                                                               |  |  |  |
|---------------------------------------------------------------|--|--|--|
| WHEN: When Joan receives the<br>letter, she will let us know. |  |  |  |
| BEFORE: I always brush my<br>teeth before I go to bed.        |  |  |  |
| SINCE: Since Mom was sick,<br>I helped Dad fix dinner.        |  |  |  |
|                                                               |  |  |  |

## LEVEL C-2

I P S

|                                             |  |  |  |
|---------------------------------------------|--|--|--|
| WHEN:<br>When do we go to lunch?            |  |  |  |
| HOW MANY:<br>How many boys went to the gym? |  |  |  |
|                                             |  |  |  |
|                                             |  |  |  |

## LEVEL C-3

I P S

|                                                            |  |  |  |
|------------------------------------------------------------|--|--|--|
| IN INDIRECT DISCOURSE:<br>He <b>told</b> him to come home. |  |  |  |
|                                                            |  |  |  |
|                                                            |  |  |  |
|                                                            |  |  |  |

## LEVEL C-3

I P S

|                                                           |  |  |  |
|-----------------------------------------------------------|--|--|--|
| BUT: She said she would help<br>but she changed her mind. |  |  |  |
| SO, SO THAT: Jim fixed the<br>faucet so it wouldn't leak. |  |  |  |
| IF: If Teri can drive, we'll<br>go out to lunch.          |  |  |  |
|                                                           |  |  |  |

## LEVEL C-3

I P S

|                                       |  |  |  |
|---------------------------------------|--|--|--|
| WHAT + NOUN:<br>What book . . . ?     |  |  |  |
| WHICH + NOUN:<br>Which cookie . . . ? |  |  |  |
| WHOSE:<br>Whose coat . . . ?          |  |  |  |
|                                       |  |  |  |

## LEVEL C-4

I P S

|                                                      |  |  |  |
|------------------------------------------------------|--|--|--|
| AND AS SUBJECT:<br>It <b>is</b> my favorite pastime. |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |

## LEVEL C-4

I P S

|                                                              |  |  |  |
|--------------------------------------------------------------|--|--|--|
| WHILE, AS: She cleans the<br>house while the baby sleeps.    |  |  |  |
| UNTIL: The boys will stay in<br>the dorm until Don arrives.  |  |  |  |
| ALTHOUGH: She'll be here<br>although she isn't feeling well. |  |  |  |
|                                                              |  |  |  |

## LEVEL C-4

I P S

|                               |  |  |  |
|-------------------------------|--|--|--|
| HOW:<br>How would you . . . ? |  |  |  |
| WHY:<br>Why do you . . . ?    |  |  |  |
|                               |  |  |  |
|                               |  |  |  |

## LEVEL C-5

I P S

|                                             |  |  |  |
|---------------------------------------------|--|--|--|
| QUESTION WORD<br>Who <b>is</b> the teacher? |  |  |  |
|                                             |  |  |  |
|                                             |  |  |  |
|                                             |  |  |  |

## LEVEL C-5

I P S

|                                                                |  |  |  |
|----------------------------------------------------------------|--|--|--|
| OR: We can walk to the hotel<br>or you can call a taxi.        |  |  |  |
| UNLESS: Sally won't go camp-<br>ing unless the weather clears. |  |  |  |
| SINCE: (time)<br>He has not called since he left.              |  |  |  |
|                                                                |  |  |  |

## LEVEL C-5

I P S

|                                               |  |  |  |
|-----------------------------------------------|--|--|--|
| NEGATIVE QUESTION:<br>Aren't you coming home? |  |  |  |
|                                               |  |  |  |
|                                               |  |  |  |
|                                               |  |  |  |

## LEVEL C-6

I P S

|                                                           |  |  |  |
|-----------------------------------------------------------|--|--|--|
| AS OBJECT OF VERB<br>She <b>lived</b> in Colorado.        |  |  |  |
| AS OBJECT OF PREP<br>He <b>is</b> interested in teaching. |  |  |  |
| WH-WORDS: teachers completing<br>forms should get raises. |  |  |  |
|                                                           |  |  |  |

## LEVEL C-6

I P S

|                                                                   |  |  |  |
|-------------------------------------------------------------------|--|--|--|
| ONLY IF, EVEN IF: Even if it<br>storms, they will have the party. |  |  |  |
| WHENEVER: Joe can be ready<br>whenever you finish work.           |  |  |  |
| WH-WORDS: who, where, what<br>I know where Jim keeps the money.   |  |  |  |
|                                                                   |  |  |  |

## LEVEL C-6

I P S

|                                                    |  |  |  |
|----------------------------------------------------|--|--|--|
| TAG QUESTION:<br>You are coming, aren't you?       |  |  |  |
| NEGATIVE TAG QUESTION:<br>She won't cry, will she? |  |  |  |
|                                                    |  |  |  |
|                                                    |  |  |  |

# NOUNS

## LEVEL C-1

I P S

|                                                   |  |  |  |
|---------------------------------------------------|--|--|--|
| INDIRECT OBJECT:<br>Myra gave the girl a sweater. |  |  |  |
|                                                   |  |  |  |
|                                                   |  |  |  |
|                                                   |  |  |  |

## LEVEL C-2

I P S

|                                                                |  |  |  |
|----------------------------------------------------------------|--|--|--|
| DIRECT ADDRESS: Sally, finish your paper before you go to gym. |  |  |  |
|                                                                |  |  |  |
|                                                                |  |  |  |
|                                                                |  |  |  |

## LEVEL C-3

I P S

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| APPOSITION:<br>My friend, Susie ... |  |  |  |
|                                     |  |  |  |
|                                     |  |  |  |
|                                     |  |  |  |

## LEVEL C-4

I P S

|                                         |  |  |  |
|-----------------------------------------|--|--|--|
| POSSESSIVE INFLECTION:<br>girl's, boy's |  |  |  |
| PLURAL INFLECTION:<br>ten cookies       |  |  |  |
|                                         |  |  |  |
|                                         |  |  |  |

## LEVEL C-5

I P S

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## LEVEL C-6

I P S

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# PRONOUNS

## LEVEL C-1

I P S

|                                |  |  |  |
|--------------------------------|--|--|--|
| REFLEXIVE:<br>himself, herself |  |  |  |
| INDEFINITE:<br>everything      |  |  |  |
|                                |  |  |  |
|                                |  |  |  |

## LEVEL C-2

I P S

|                                  |  |  |  |
|----------------------------------|--|--|--|
| PLURAL POSSESSIVE:<br>our, their |  |  |  |
| INDEFINITE:<br>nobody, nothing   |  |  |  |
|                                  |  |  |  |
|                                  |  |  |  |

## LEVEL C-3

I P S

|                                           |  |  |  |
|-------------------------------------------|--|--|--|
| REFLEXIVE:<br>yourself                    |  |  |  |
| REFLEXIVE:<br>themselves                  |  |  |  |
| INDEFINITE:<br>some, more, one, two, etc. |  |  |  |
|                                           |  |  |  |

## LEVEL C-4

I P S

|                                                                 |  |  |  |
|-----------------------------------------------------------------|--|--|--|
| POSSESSIVE: his, hers<br>That shirt has been a favorite of his. |  |  |  |
| POSSESSIVE: ours, theirs<br>The car being painted is ours.      |  |  |  |
| INDEFINITE:<br>someone, somebody, something                     |  |  |  |
| DEMONSTRATIVE: this, that<br>That made him a happy man.         |  |  |  |

## LEVEL C-5

I P S

|                                                            |  |  |  |
|------------------------------------------------------------|--|--|--|
| REFLEXIVES:<br>ourselves                                   |  |  |  |
| INDEFINITE: any, anybody,<br>I'm sure I don't want any.    |  |  |  |
| DEMONSTRATIVE: these, those<br>Those are the pants I want. |  |  |  |
|                                                            |  |  |  |

## LEVEL C-6

I P S

|                                                      |  |  |  |
|------------------------------------------------------|--|--|--|
| REFLEXIVE: itself<br>The box came open by itself.    |  |  |  |
| INDEFINITE: other, another,<br>all, many, both, etc. |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |

# VERB INFLECTIONS

## LEVEL C-1

I P S

|                                             |  |  |  |
|---------------------------------------------|--|--|--|
| IRREGULAR PAST:<br>ran, broke, fell         |  |  |  |
| SIMPLE PAST:<br>jumped, walked, pushed      |  |  |  |
| MODAL AUXILIARY:<br>may, can, could, should |  |  |  |
| TO BE - PRESENT:<br>am, is, are             |  |  |  |

## LEVEL C-2

I P S

|                                            |  |  |  |
|--------------------------------------------|--|--|--|
| PERSON AGREEMENT PRES.<br>PROG. am ... ing |  |  |  |
| MODAL AUXILIARY:<br>might, would, must     |  |  |  |
| TO BE - PAST:<br>was, were                 |  |  |  |
|                                            |  |  |  |

## LEVEL C-3

I P S

|                                                          |  |  |  |
|----------------------------------------------------------|--|--|--|
| PERSON AGREEMENT PAST<br>PROG. was ... ing, were ... ing |  |  |  |
| FUTURE:<br>will walk, is going to ...                    |  |  |  |
| TO BE - FUTURE<br>will be                                |  |  |  |
| TO BE - PRESENT PERFECT<br>have been, has been           |  |  |  |

## LEVEL C-4

I P S

|                                                      |  |  |  |
|------------------------------------------------------|--|--|--|
| SINGULAR/PLURAL PRESENT:<br>a boy runs, two boys run |  |  |  |
| FUTURE PROGRESSIVE:<br>I will be going               |  |  |  |
|                                                      |  |  |  |
|                                                      |  |  |  |

## LEVEL C-5

I P S

|                                                        |  |  |  |
|--------------------------------------------------------|--|--|--|
| PAST PERFECT:<br>I had seen that ...                   |  |  |  |
| MODAL WITH PERFECT:<br>I could have, should have, etc. |  |  |  |
| PAST PERF. PROGRESSIVE:<br>I have been doing that.     |  |  |  |
|                                                        |  |  |  |

## LEVEL C-6

I P S

|                                                  |  |  |  |
|--------------------------------------------------|--|--|--|
| PAST PERF. PROGRESSIVE:<br>I had been ... ing    |  |  |  |
| MODAL + be + ing<br>should be ... ing            |  |  |  |
| MODAL + PERF. PROG.<br>I could have been ... ing |  |  |  |
|                                                  |  |  |  |

Teacher Assessment of Spoken Language- TASL

# Syntactic Elements Reference Form

Developed by Jean Sachar Moog and Julia J. Biedenstein

## Noun Modifiers

### DESCRIPTIVE

hot, cold, curly, straight, dirty, clean

### POSSESSIVE

girl's, Jean's

### COLOR

red, yellow

### DEMONSTRATIVE

this, that, these, those

### NUMBER

two, six

### ARTICLE

a, the

### QUANTIFIER

more, some, many, a lot, another,

all, other, both, every, most,

a few, any, several

### SIZE

big, little, long, short

### COMPARATIVE

-er, shorter, funnier

### SUPERLATIVE

-est, happiest, heaviest

## Pronouns

### PERSONAL

I, me, he, she, it, you, we, they, him, her, them, us

### POSSESSIVE

mine, my, his, her, your, our, their, hers, its, theirs, ours, yours

### DEMONSTRATIVE

this, that, these, those

### INDEFINITE

everybody, everyone, everything, something, someone,

somebody, nobody, nothing, no one, anyone, anybody, anything,

some, more, another, both, all, many, most, least, few, other

### REFLEXIVE

myself, himself, herself, itself, themselves, yourself, ourselves

## Adverbs

### PLACE

outside, off, here, there, up, down, in, out

### TIME

first, then, next, yesterday, today, tomorrow, tonight,  
days of week, last week, last month, last September,  
next year, next Tuesday

### DEGREE

very, too fast, -ly (slowly, quickly)

### FREQUENCY

never, usually, always, sometimes, often

## TASL Syntactic Elements Reference Form

### Adverbs

#### PLACE

in, on, under, up, down, around, over,  
next to, behind, to, at, in front of, in back of,  
between, off, near, by, from, ahead, towards,  
through, along, into, inside, above,  
across, below, beside, out of

#### PARTITIVE

a couple of, most of, some of,  
a bottle of, a package of

#### MANNER

with, without

#### TIME

until, after, before, during, since, on Saturday, in June

#### ACCOMPANIMENT

with

#### OTHER

of, for, about, except, against

### Verb Tenses

#### SIMPLE PAST

walked, worked

#### IRREGULAR PAST

ran, ate

#### PRESENT "TO BE"

is, am, are

#### PRESENT PROGRESSIVE

am \_\_\_\_ing, is \_\_\_\_ing, are \_\_\_\_ing

#### PAST "TO BE"

was, were

#### FUTURE

will \_\_\_\_, is/are/am going to \_\_\_\_, will be

#### MODAL

can \_\_\_\_, could \_\_\_\_, should \_\_\_\_, would \_\_\_\_, may \_\_\_\_,  
might \_\_\_\_, must \_\_\_\_

#### PAST PROGRESSIVE

was \_\_\_\_ing, were \_\_\_\_ing

#### FUTURE PROGRESSIVE

will be \_\_\_\_ing

#### PRESENT PERFECT

have \_\_\_\_ed, have seen, has \_\_\_\_ed

#### PAST PERFECT

had \_\_\_\_ed, had found, had known

#### MODAL AND PRESENT PERFECT

could have \_\_\_\_ed, should have been

#### PRESENT PERFECT PROGRESSIVE

have been \_\_\_\_ing, has been \_\_\_\_ing

#### PAST PERFECT PROGRESSIVE

had been \_\_\_\_ing

#### MODAL AND PRESENT PERFECT PROGRESSIVE

could have been \_\_\_\_ing, must have been \_\_\_\_ing

### Secondary Verbs

#### INFINITIVES

want to \_\_\_\_, like to \_\_\_\_, know how to \_\_\_\_, tried to \_\_\_\_

*Differing subject:* She wanted her team to win the game.

*With object:* They decided to build a house

#### GERUNDS

Logging is my favorite exercise when it is not raining.

#### PARTICIPLES

The boy wearing the red shirt is my brother..

## Negatives

### SIMPLE NEGATIVE

no, not

### NEGATIVE PAST TENSE

did not \_\_\_\_, didn't \_\_\_\_

### NEGATIVE "TO BE"

am not, is not, are not, was not, were not, will not be

### NEGATIVE PRESENT PROGRESSIVE

is not/isn't \_\_\_\_, am not \_\_\_\_, are not/aren't \_\_\_\_ing

### NEGATIVE PAST "TO BE"

was not \_\_\_\_, were not \_\_\_\_.

### NEGATIVE FUTURE TENSE

will not/won't \_\_\_\_, is/are/am not going to \_\_\_\_

### NEGATIVE MODAL

can not \_\_\_\_, could not \_\_\_\_, should not \_\_\_\_, would not \_\_\_\_,  
may not \_\_\_\_, might not \_\_\_\_, must not \_\_\_\_

### NEGATIVE PAST PROGRESSIVE

was not \_\_\_\_ing, were not \_\_\_\_ing

### NEGATIVE FUTURE PROGRESSIVE

will not/won't be \_\_\_\_ing

### NEGATIVE INFINITIVE

do not/don't like to \_\_\_\_, do not/don't want to \_\_\_\_,  
do not/don't know how to \_\_\_\_

### NEGATIVE PRESENT PERFECT

have not \_\_\_\_ed, have not seen, has not \_\_\_\_ed

## Questions

Where \_\_\_\_, Who \_\_\_\_, What color \_\_\_\_,  
How many \_\_\_\_, What \_\_\_\_, Why \_\_\_\_,  
How \_\_\_\_, When \_\_\_\_?

### PAST TENSE

Did \_\_\_\_, What did \_\_\_\_?

### "TO BE"

Is \_\_\_\_, ARE \_\_\_\_, WAS \_\_\_\_, WERE \_\_\_\_?

### PRESENT PROGRESSIVE

Is that girl going to the picnic?, Are you driving to the store?

### FUTURE TENSE

Are \_\_\_\_ going to \_\_\_\_,  
Is \_\_\_\_ going to \_\_\_\_,  
Will \_\_\_\_?

### MODALS

Can \_\_\_\_, May \_\_\_\_, Could \_\_\_\_, Should \_\_\_\_, Would \_\_\_\_?

### INFINITIVES

Do you like to \_\_\_\_, Do you want to \_\_\_\_,  
Do you know how to \_\_\_\_?

### ... + NOUN?

WHAT \_\_ . . .?, WHOSE \_\_ . . .?, WHICH \_\_ . . .?

### NEGATIVE

Isn't it time to go to the airport?

### TAG QUESTIONS

We are going to California soon, aren't we?

### NEGATIVE TAG QUESTIONS

The doctor isn't coming today, is he?

## Conjunctions

### COORDINATING

and, but, or

### RELATIVE PRONOUNS

who, what, where, when, that, whose, how, which,  
whom, why

### SUBORDINATING

because, if, after, when, before, so, since,  
while, as, unless, until, although, whether,  
even if, only if, whenever, whatever,  
whoever, wherever



TASL Rating Form

# TEACHER ASSESSMENT OF SPOKEN LANGUAGE

Developed for Deaf Children by Jean Sachar Moog and Julia J. Biedenstein

Child's Name Child #1

KEY FOR RATING

DOB

Age 5

Present Level

☐ Hearing Aid

☒ Cochlear Implant

☐ Emerging

☒ Acquired

Teacher

Selective Objective

Year

☐ Emerging

☒ Acquired

## Level 1

SINGLE WORDS AND WORD COMBINATIONS

Date

SINGLE WORDS

..... ☒ 50 nouns

..... ☒ 25 verbs

..... ☒ 10 adjectives

..... ☒ 5 expressions

WORD COMBINATIONS

..... ☒ Noun-verb *Baby cry.*

..... ☒ Verb-noun *Throw ball*

..... ☒ Noun-noun *Dog table*

..... ☒ Adjective-noun *Little fish*

..... ☒ Interrogative *Where car?*

## Level 2

SIMPLE SENTENCES OF THREE OR MORE WORDS

Date

SENTENCE TYPES

..... ☒ Subject-verb-object  
*Sara kicked the ball.*

..... ☒ Subject-verb-prepositional phrase  
*Jeff climbed over the fence.*

..... ☐ Subject-verb-object-prepositional phrase  
*Greg poured milk in the cup.*

..... ☐ Imperative sentences  
*Open the door.*

..... ☒ Interrogative sentences  
*Who is jumping on the bed?*

SYNTACTIC ELEMENTS

..... ☐ Noun Modifiers (10)

..... ☒ Pronouns (5)

..... ☒ Prepositions (5)

..... ☐ Adverbs (5)

..... ☒ Verb forms (2)

..... ☒ Negatives (1)

..... ☐ Questions (3)

### Level 3

SIMPLE AND COMPLEX SENTENCES OF 6 OR MORE WORDS

#### SENTENCE TYPES

- ..... ☐ Subject-Verb-Object  
*Betsy bought a new, white car.*
- ..... ☐ Subject-Verb-Prepositional Phrase  
*Bob walked to the baseball game.*
- ..... ☐ Subject-Verb-Object-Prepositional Phrase  
*Rick hid the book under the chair.*
- ..... ☐ Direct Discourse  
*Connie said, "The phone is ringing."*
- ..... ☐ Two Clauses Joined By A Conjunction  
*The boy fished but the girl swam.*
- ..... ☐ Interrogative Sentences  
*Do you like to eat ice cream?*

#### SYNTACTIC ELEMENTS

- ..... ☐ Noun modifiers (20)
- ..... ☐ Pronouns (10)
- ..... ☐ Adverbs (10)
- ..... ☐ Verb tenses (3)
- ..... ☐ Infinitives (3)
- ..... ☐ Conjunctions (3)
- ..... ☐ Negatives (3)
- ..... ☐ Questions (5)

### Level 4

COMPLEX SENTENCES OF 8 OR MORE WORDS

(containing 2 verb forms)

#### SENTENCE TYPES

- ..... ☐ Two clauses + conjunction  
*Michael went to the store after he ate.*
- ..... ☐ One clause + secondary verb  
*Megan wanted to bring the doll with her.*
- ..... ☐ Direct discourse  
*"Let's go to the circus!" shouted Michelle.*
- ..... ☐ Indirect discourse  
*Tommy told me that it cost too much.*
- ..... ☐ Interrogative sentences  
*Which book did he ask you to bring?*

#### SYNTACTIC ELEMENTS

- ..... ☐ Verb tenses (5)
- ..... ☐ Infinitives (5)
- ..... ☐ -ing verb forms (5)
- ..... ☐ Pronouns (20)
- ..... ☐ Conjunctions (5)
- ..... ☐ Questions (10)

### Level 5

VERY COMPLEX SENTENCES OF 10 OR MORE WORDS

(containing 3 verb forms)

#### SENTENCE TYPES

- ..... ☐ Three clauses (2 conjunctions)  
*It's raining so we can't go until the rain stops.*
- ..... ☐ Two clauses + a secondary verb  
*Chris loves to watch Abby when she plays soccer well.*
- ..... ☐ Direct discourse  
*Karen said, "I'm going home now because I am finished."*
- ..... ☐ Indirect discourse  
*Mary told Julia to take the children outside to play.*
- ..... ☐ Interrogatives  
*What kind of book do you think Mark would like to read?*

#### SYNTACTIC ELEMENTS

- ..... ☐ Verb tenses (10)
- ..... ☐ Infinitives (10)
- ..... ☐ -ing verbs (10)
- ..... ☐ Conjunctions (10)

TASL Rating Form

# TEACHER ASSESSMENT OF SPOKEN LANGUAGE

Developed for Deaf Children by Jean Sachar Moog and Julia J. Biedenstein

Child's Name Child #2

KEY FOR RATING

DOB \_\_\_\_\_ Age 7

Present Level

☐ Hearing Aid

☐ Cochlear Implant

☐ Emerging

☒ Acquired

Teacher \_\_\_\_\_

Selective Objective

Year \_\_\_\_\_

☐ Emerging

☒ Acquired

## Level 1

SINGLE WORDS AND WORD COMBINATIONS

Date

SINGLE WORDS

- ..... ☒ 50 nouns
- ..... ☒ 25 verbs
- ..... ☒ 10 adjectives
- ..... ☒ 5 expressions

WORD COMBINATIONS

- ..... ☒ Noun-verb *Baby cry.*
- ..... ☒ Verb-noun *Throw ball*
- ..... ☒ Noun-noun *Dog table*
- ..... ☒ Adjective-noun *Little fish*
- ..... ☒ Interrogative *Where car?*

## Level 2

SIMPLE SENTENCES OF THREE OR MORE WORDS

Date

SENTENCE TYPES

- ..... ☒ Subject-verb-object  
*Sara kicked the ball.*
- ..... ☒ Subject-verb-prepositional phrase  
*Jeff climbed over the fence.*
- ..... ☒ Subject-verb-object-prepositional phrase  
*Greg poured milk in the cup.*
- ..... ☒ Imperative sentences  
*Open the door.*
- ..... ☒ Interrogative sentences  
*Who is jumping on the bed?*

SYNTACTIC ELEMENTS

- ..... ☒ Noun Modifiers (10)
- ..... ☒ Pronouns (5)
- ..... ☒ Prepositions (5)
- ..... ☒ Adverbs (5)
- ..... ☒ Verb forms (2)
- ..... ☒ Negatives (1)
- ..... ☒ Questions (3)

### Level 3

SIMPLE AND COMPLEX SENTENCES OF 6 OR MORE WORDS

#### SENTENCE TYPES

- ..... Subject-Verb-Object  
*Betsy bought a new, white car.*
- ..... Subject-Verb-Prepositional Phrase  
*Bob walked to the baseball game.*
- ..... Subject-Verb-Object-Prepositional Phrase  
*Rick hid the book under the chair.*
- ..... Direct Discourse  
*Connie said, "The phone is ringing."*
- ..... Two Clauses Joined By A Conjunction  
*The boy fished but the girl swam.*
- ..... Interrogative Sentences  
*Do you like to eat ice cream?*

#### SYNTACTIC ELEMENTS

- ..... Noun modifiers (20)
- ..... Pronouns (10)
- ..... Adverbs (10)
- ..... Verb tenses (3)
- ..... Infinitives (3)
- ..... Conjunctions (3)
- ..... Negatives (3)
- ..... Questions (5)

### Level 4

COMPLEX SENTENCES OF 8 OR MORE WORDS

#### SENTENCE TYPES

- ..... Two clauses + conjunction  
*Michael went to the store after he ate.*
- ..... One clause + secondary verb  
*Megan wanted to bring the doll with her.*
- ..... Direct discourse  
*"Let's go to the circus!" shouted Michelle.*
- ..... Indirect discourse  
*Tommy told me that it cost too much.*
- ..... Interrogative sentences  
*Which book did he ask you to bring?*

#### SYNTACTIC ELEMENTS

- ..... Verb tenses (5)
- ..... Infinitives (5)
- ..... -ing verb forms (5)
- ..... Pronouns (20)
- ..... Conjunctions (5)
- ..... Questions (10)

### Level 5

VERY COMPLEX SENTENCES OF 10 OR MORE WORDS

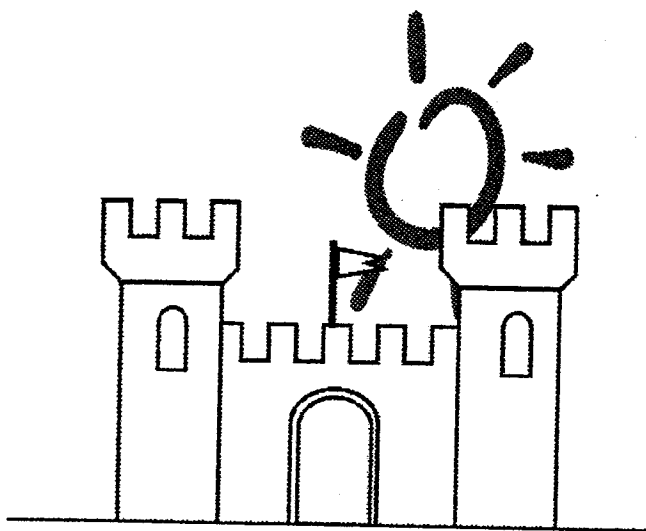
(containing 3 verb forms)

#### SENTENCE TYPES

- ..... Three clauses (2 conjunctions)  
*It's raining so we can't go until the rain stops.*
- ..... Two clauses + a secondary verb  
*Chris loves to watch Abby when she plays soccer well.*
- ..... Direct discourse  
*Karen said, "I'm going home now because I am finished."*
- ..... Indirect discourse  
*Mary told Julia to take the children outside to play.*
- ..... Interrogatives  
*What kind of book do you think Mark would like to read?*

#### SYNTACTIC ELEMENTS

- ..... Verb tenses (10)
- ..... Infinitives (10)
- ..... -ing verbs (10)
- ..... Conjunctions (10)



# Cottage Acquisition Scales for Listening, Language & Speech Pre-Verbal Level

developed by Elizabeth M. Wilkes, Ph.D., C.E.D., CCC-SLP

Child's Name: \_\_\_\_\_

Age at full-time use of amplification: \_\_\_\_\_ DOB: \_\_\_\_\_  
(Listening Age = 0)

## KEY:

☒ *Achieved at Enrollment*    ☐ *Selected Objective in: \_\_\_\_\_ school year*    ☐ *Date Achieved*

*E - Emerging    M - Mastered in some contexts    G - Generalized to many contexts*

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## Cognition/Play

| 0-3 months                                     | E | M | G |
|------------------------------------------------|---|---|---|
| anticipates events such as being fed/picked up |   |   |   |
| aware of strangers & unfamiliar situations     |   |   |   |
| briefly looks at objects                       |   |   |   |

| 3-6 months                                   | E | M | G |
|----------------------------------------------|---|---|---|
| experiments with cause-effect: shakes rattle |   |   |   |
| reaches for objects                          |   |   |   |
| moves obstacle to obtain object (5-8 mos.)   |   |   |   |
| smiles/fingers mirror image                  |   |   |   |
| works for toy out of reach                   |   |   |   |

| 6-9 months                                                           | E | M | G |
|----------------------------------------------------------------------|---|---|---|
| gives, points, shows                                                 |   |   |   |
| recognizes familiar people                                           |   |   |   |
| searches for partially hidden object                                 |   |   |   |
| imitates arm movements                                               |   |   |   |
| drinks from cup                                                      |   |   |   |
| pulls rings off peg                                                  |   |   |   |
| stacks 2 large, soft blocks (experiments with physical arrangements) |   |   |   |

| 9-12 months                                                              | E | M | G |
|--------------------------------------------------------------------------|---|---|---|
| repeats pleasurable actions - cause & effect (squeezed doll squeaks)     |   |   |   |
| begins awareness of in/out (objects/containers)                          |   |   |   |
| shows awareness of more than one (beginnings of plurality)               |   |   |   |
| attempts to build 2-block tower after model (emerging spatial awareness) |   |   |   |
| finds hidden objects                                                     |   |   |   |
| places block after block on table (like counting)                        |   |   |   |
| recognizes inverted object (emerging top/bottom, front/back)             |   |   |   |
| stacks rings on peg                                                      |   |   |   |
| moves self toward desired object                                         |   |   |   |
| looks behind self to find object that circled away                       |   |   |   |

## Social Interaction

| 0-3 months                                           | E | M | G |
|------------------------------------------------------|---|---|---|
| smiles/coos in response                              |   |   |   |
| exhibits turn-taking                                 |   |   |   |
| has preference for faces                             |   |   |   |
| quiets/excites in response to caregiver <sup>1</sup> |   |   |   |
| attends to speaker's eyes & mouth                    |   |   |   |

| 3-6 months                                    | E | M | G |
|-----------------------------------------------|---|---|---|
| vocalizes to stimuli (25% of time)            |   | X | X |
| laughs while socializing                      |   |   |   |
| maintains eye contact appropriately           |   |   |   |
| takes turns by vocalizing                     |   |   |   |
| maintains topic by following caretaker's gaze |   |   |   |
| copies facial expressions                     |   |   |   |

| 6-9 months                                                                                                                   | E | M | G |
|------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| calls to get attention                                                                                                       |   |   |   |
| enjoys being played with                                                                                                     |   |   |   |
| demonstrates attachment                                                                                                      |   |   |   |
| shows self/acts coy to Peek-A-Boo (1st true communicative intention)                                                         |   |   |   |
| reaches/points to request                                                                                                    |   |   |   |
| (The quality/quantity of non-verbal intentions increases dramatically as the child moves toward his first year of listening) |   |   |   |

| 9-12 months                                                 | E | M | G |
|-------------------------------------------------------------|---|---|---|
| affectionate to familiar people                             |   |   |   |
| begins directing others (pushes, pulls, tugs)               |   |   |   |
| participates in verbal routines such as Pat-A-Cake! So Big! |   |   |   |
| repeats actions that are laughed at                         |   |   |   |
| reaches to request                                          |   |   |   |
| pushes away hand; tries to restart play                     |   |   |   |
| vocalizes with gestures to:                                 |   |   |   |
| protest, reject                                             |   |   |   |
| request object                                              |   |   |   |
| request action                                              |   |   |   |
| call                                                        |   |   |   |
| express feelings                                            |   |   |   |
| notice/recognize                                            |   |   |   |
| respond to others                                           |   |   |   |
| uses play routines:                                         |   |   |   |
| give & take                                                 |   |   |   |
| build & bash                                                |   |   |   |

## Listening

| 0-3 months                                             | E | M | G |
|--------------------------------------------------------|---|---|---|
| discriminates speech from non-speech                   |   |   |   |
| quiets/excites in response to novel sound <sup>1</sup> |   |   |   |
| responds to loud sound                                 |   |   |   |
| recognizes primary caregiver's voice                   |   |   |   |

| 3-6 months                                                 | E | M | G |
|------------------------------------------------------------|---|---|---|
| discriminates friendly and angry voices                    |   |   |   |
| recognizes some particular phonetic shapes (onomatopoeias) |   |   |   |
| responds to name by searching                              |   |   |   |

| 6-9 months                                                       | E | M | G |
|------------------------------------------------------------------|---|---|---|
| echoes pitch, duration                                           |   |   |   |
| attends to music/singing                                         |   |   |   |
| responds to sounds when source is not visible                    |   |   |   |
| stops when name is called                                        |   |   |   |
| understands a large set of onomatopoeias*                        |   |   |   |
| localizes with binaural amplification (develops through 24 mos.) |   |   |   |
| responds to name in moderately noisy environment                 |   |   |   |

| 9-12 months                                                    | E | M | G |
|----------------------------------------------------------------|---|---|---|
| responds physically to music                                   |   |   |   |
| searches immediately when called by name                       |   |   |   |
| follows simple commands regarding body action                  |   |   |   |
| responds to questions by searching                             |   |   |   |
| waits for whole message before responding                      |   |   |   |
| can look for named object that is out of sight (1st true word) |   |   |   |
| gives toy/object on request (words sound very different)       |   |   |   |
| points to 2 body parts                                         |   |   |   |
| understands:                                                   |   |   |   |
| hot                                                            |   |   |   |
| all gone                                                       |   |   |   |
| more                                                           |   |   |   |
| up                                                             |   |   |   |
| bye-bye                                                        |   |   |   |
| no-no                                                          |   |   |   |
| mama or daddy                                                  |   |   |   |

## Emerging Meaning

### 0-3 months

|              |
|--------------|
| no behaviors |
|--------------|

### 3-6 months

|              |
|--------------|
| no behaviors |
|--------------|

## Vocal Expression

### 0-3 months

|                                                             | E | M | G |
|-------------------------------------------------------------|---|---|---|
| differentiates cry <sup>1</sup><br>(tired, hungry, in pain) |   |   |   |
| uses some vowels (ah, uh)                                   |   |   |   |
| coos and gurgles                                            |   |   |   |
| produces syllables reflexively                              |   |   |   |
| protrudes tongue, opens<br>mouth in imitation               |   |   |   |

### 3-6 months

|                                                                 | E | M | G |
|-----------------------------------------------------------------|---|---|---|
| says 'm'                                                        |   |   |   |
| produces VCV's (aga)*                                           |   |   |   |
| vocalize pleasure/displeasure/<br>eagerness                     |   |   |   |
| babbles to self, others, objects                                |   |   |   |
| vocalizes in response to speech                                 |   |   |   |
| when quiet and rested, repeats<br>sound when adult echoes child |   |   |   |

### 6-9 months

|                                                             | E | M | G |
|-------------------------------------------------------------|---|---|---|
| responds to 'no'                                            |   |   |   |
| sight of object/person pro-<br>duces gross gesture (naming) |   |   |   |
| comprehends parental<br>gestures (come up)                  |   |   |   |
| looks at family member when<br>named                        |   |   |   |
| looks at common object<br>when named                        |   |   |   |
| imitates familiar actions                                   |   |   |   |
| waves in response to "bye-<br>bye" and a gesture            |   |   |   |

### 6-9 months

|                                                                                               | E | M | G |
|-----------------------------------------------------------------------------------------------|---|---|---|
| babbles CVCV's (baba)*                                                                        |   |   |   |
| imitates familiar sounds and<br>intonations that are in child's<br>repertoire (onomatopoeias) |   |   |   |
| vocalizes emotions - anger,<br>contentment, frustration                                       |   |   |   |
| "sings"                                                                                       |   |   |   |
| uses a variety of sounds in<br>babble (m, n, l, d, b, p, z)                                   |   |   |   |

### 9-12 months

|                                                                     | E | M | G |
|---------------------------------------------------------------------|---|---|---|
| uses a consistent verbal<br>approximation for a person or<br>object |   |   |   |
| responds to verbal requests to<br>play specific games               |   |   |   |
| says "uh-oh" or "ow"                                                |   |   |   |
| performs routine activities on<br>request (uses context cues)       |   |   |   |
| shakes head 'no' — pushes<br>away undesired object                  |   |   |   |
| uses onomatopoeias to refer<br>to objects                           |   |   |   |
| says 'mama' or 'dada'<br>meaningfully                               |   |   |   |

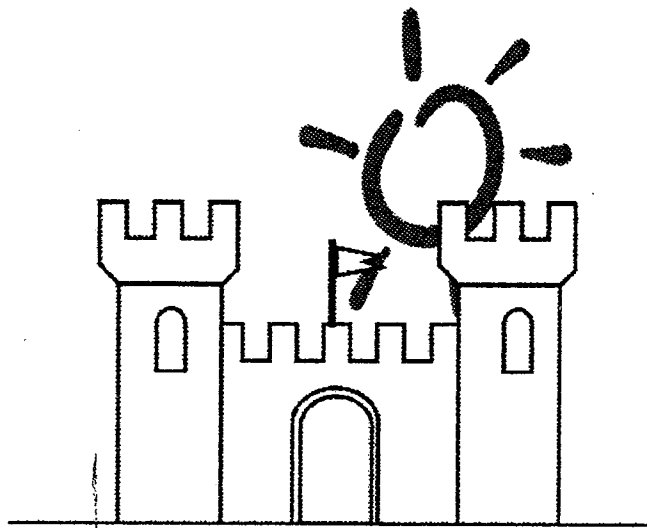
### 9-12 months

|                                             | E | M | G |
|---------------------------------------------|---|---|---|
| uses variegated babble<br>(dageedagee)*     |   |   |   |
| vocalizes during play, to<br>mirror         |   |   |   |
| jabbers/uses intonation to:<br>scold, tease |   |   |   |
| state, respond                              |   |   |   |
| exclaim                                     |   |   |   |
| greet                                       |   |   |   |
| imitates novel speech sound<br>combinations |   |   |   |

<sup>1</sup> Many of these earliest behaviors are developmental milestones that should be observed or watched for rather than taught.

\* See Teacher's Guide

See CASLLS-Sounds and Speech for further sound awareness and speech production objectives.



# Cottage Acquisition Scales for Listening, Language & Speech Pre-Sentence Level

developed by Elizabeth M. Wilkes, Ph.D., C.E.D., CCC-SLP

Child's Name: Child #1

Age at full-time use of amplification: \_\_\_\_\_ DOB: 5 years  
(Listening Age = 0)

## KEY:

E - Emerging

M - Mastered in some contexts

G - Generalized to many contexts



Achieved at Enrollment



Selected Objective in: \_\_\_\_\_ - \_\_\_\_\_ school year



Date Achieved



## Cognition/Play

| 12-18 months                                                       | E | M | G |
|--------------------------------------------------------------------|---|---|---|
| <b>Piaget's SensoriMotor Stage V:</b>                              |   |   |   |
| demonstrates functional use of objects                             |   |   |   |
| demonstrates symbolic use of objects                               |   |   |   |
| demonstrates object permanence (sequential invisible displacement) |   |   |   |
| pulls string to get object (means-end)                             |   |   |   |
| gets adult to activate toy (causality)                             |   |   |   |
| dumps container too small to put hand in (spatial relations)       |   |   |   |
| matches objects by association/function/category                   |   |   |   |

## Social Interaction

| 12-15 months                                                                    | E | M | G |
|---------------------------------------------------------------------------------|---|---|---|
| imitates other children                                                         |   |   |   |
| initiates routines                                                              |   |   |   |
| during turns, uses more words than at 9-12 mos.                                 |   |   |   |
| uses words to:                                                                  |   |   |   |
| <b>protest/reject</b>                                                           |   |   |   |
| <b>greet/call</b>                                                               |   |   |   |
| <b>respond to others</b>                                                        |   |   |   |
| <b>label/notice</b>                                                             |   |   |   |
| <b>request object/action</b>                                                    |   |   |   |
| <b>express feelings/want</b>                                                    |   |   |   |
| 15-18 months                                                                    | E | M | G |
| controls behavior of self and others                                            |   |   |   |
| responds to adult conversational attempts but often not contingent <sup>1</sup> |   | X | X |
| uses words to:                                                                  |   |   |   |
| <b>request information</b>                                                      |   |   |   |
| <b>initiate pretend play</b>                                                    |   |   |   |
| <b>comment/tell info</b>                                                        |   |   |   |
| <b>acknowledge/answer</b>                                                       |   |   |   |

## Listening

| 12-15 months                                             | E | M | G |
|----------------------------------------------------------|---|---|---|
| follows 1-step commands                                  |   |   |   |
| responds to requests to say words (imitates)             |   |   |   |
| enjoys rhymes & finger plays                             |   |   |   |
| understands 3-20 words:                                  |   |   |   |
| <b>2-4 actions in pictures</b>                           |   |   |   |
| <b>3 body parts</b>                                      |   |   |   |
| <b>3 toys</b>                                            |   |   |   |
| <b>3 foods</b>                                           |   |   |   |
| <b>2 clothing items</b>                                  |   |   |   |
| 15-18 months                                             | E | M | G |
| understands 50 words (see <i>Receptive First Words</i> ) |   |   |   |
| completes separate tasks with single object:             |   |   |   |
| <b>agent + action (mom eat)</b>                          |   |   |   |
| <b>agent + object (mom ball)</b>                         |   |   |   |
| <b>action + object (hit ball)</b>                        |   |   |   |
| chooses 2 familiar objects on request* (list memory = 2) |   |   |   |

| 18-24 months                                         | E | M | G |
|------------------------------------------------------|---|---|---|
| <b>Piaget's Stage VI:</b>                            |   |   |   |
| groups objects to make collections                   |   |   |   |
| uses one object as a symbol for another object       |   |   |   |
| pretend plays about familiar situations              |   |   |   |
| climbs on stool to reach toy (means-end)             |   |   |   |
| looks for source of thrown objects (causality)       |   |   |   |
| discovers how to activate mechanical toy             |   |   |   |
| goes around barriers to get toys (spatial relations) |   |   |   |

| 18-21 months                                                               | E | M | G |
|----------------------------------------------------------------------------|---|---|---|
| uses speech in response to speech (responds verbally to adult initiations) |   |   |   |
| is more topically contingent in conversation than at 15-18 months          |   |   |   |

| 18-21 months                                       | E | M | G |
|----------------------------------------------------|---|---|---|
| identifies 100 words (closed set/familiar context) |   |   |   |
| understands <b>you</b> or <b>your</b>              |   |   |   |
| understands:                                       |   |   |   |
| <b>possessive + entity</b>                         |   |   |   |
| <b>entity + location</b>                           |   |   |   |
| <b>attribute + entity</b>                          |   |   |   |
| <b>negative + X</b>                                |   |   |   |

| 21-24 months                                                                                                         | E | M | G |
|----------------------------------------------------------------------------------------------------------------------|---|---|---|
| uses longer utterances (2-3 words) to express intentions:                                                            |   |   |   |
| <b>protest/reject</b>                                                                                                |   |   |   |
| <b>greet/call</b>                                                                                                    |   |   |   |
| <b>respond to others</b>                                                                                             |   |   |   |
| <b>label/notice</b>                                                                                                  |   |   |   |
| <b>request object/action</b>                                                                                         |   |   |   |
| <b>express feelings</b>                                                                                              |   |   |   |
| <b>request information</b>                                                                                           |   |   |   |
| <b>initiate pretend play</b>                                                                                         |   |   |   |
| <b>comment/tell info</b>                                                                                             |   |   |   |
| <b>acknowledge/answer</b>                                                                                            |   |   |   |
| practices familiar conversational frames and schema* (for example, book reading routine, or go-to-restaurant schema) |   |   |   |

| 21-24 months                                          | E | M | G |
|-------------------------------------------------------|---|---|---|
| understands preposition <b>in</b> (21-35 months)      |   |   |   |
| understands preposition <b>on</b> (24-41 months)      |   |   |   |
| understands questions: <b>Where? What's that?</b>     |   |   |   |
| understands 250-500 words                             |   |   |   |
| understands sentences:                                |   |   |   |
| <b>Pattern 1: N + V</b><br>(agent action)             |   |   |   |
| <b>Pattern 2: N + V + N</b><br>(agent acts on object) |   |   |   |
| chooses correct picture from set of five              |   |   |   |
| adds new words daily                                  |   |   |   |
| responds to 4 commands without pointing or eye cues   |   |   |   |
| follows 2-step, related command without cues          |   |   |   |

<sup>1</sup> Developmental milestone – Not a teachable objective

\* See Teacher's Guide

## Linguistic Meaning

### 12-15 months

|                                                                                | E | M | G |
|--------------------------------------------------------------------------------|---|---|---|
| uses any 1-10 words                                                            |   |   | X |
| uses jargon (words mixed with sentence intonation)                             |   |   | X |
| For 12-24 months, see suggested word lists: Receptive & Expressive First Words |   |   |   |

### 15-18 months

|                                                         | E | M | G |
|---------------------------------------------------------|---|---|---|
| uses 10-20 words to:                                    |   |   |   |
| <b>identify attribute</b> (big)                         |   |   | X |
| <b>identify location</b> (up)                           |   |   |   |
| <b>protest/refuse/reject</b> (no)                       |   |   |   |
| <b>state nonexistence</b> (no)                          |   |   | X |
| <b>greet/attract attention</b> (hi)                     |   |   |   |
| <b>name agents, actions &amp; objects</b>               |   |   |   |
| <b>show possession</b> (mama)                           |   |   | X |
| <b>express recurrence</b> (more)                        |   |   |   |
| <b>state existence</b> (look, there)                    |   |   |   |
| <b>state disappearance/cessation</b> (finish, all gone) |   |   |   |
| by 18 months, 90% of all children are using two words   |   |   |   |

### 18-21 months

|                                                           | E | M | G |
|-----------------------------------------------------------|---|---|---|
| uses 20+ words; few verbs except proto-verbs <sup>2</sup> |   |   |   |
| names 5 - 7 objects                                       |   |   |   |
| uses 50 - 75 words (60% nouns, 25% verbs) <sup>2</sup>    |   |   |   |
| mean age for 50 words = 19.75 months                      |   |   |   |

### 21-24 months

|                                              | E | M | G |
|----------------------------------------------|---|---|---|
| uses semantic relations (by 24 months):      |   |   |   |
| <b>agent + action</b>                        |   |   |   |
| <b>action + object</b>                       |   |   | X |
| <b>action + recipient</b>                    |   |   |   |
| <b>entity + location</b>                     |   |   |   |
| <b>attribute + entity</b>                    |   |   |   |
| <b>possessive + entity</b>                   |   |   |   |
| <b>negative + X</b>                          |   |   |   |
| <b>introducer + X</b> (look ball)            |   |   |   |
| <b>What + this/that?</b>                     |   |   | X |
| <b>question</b> (go home?)                   |   |   |   |
| uses polite forms – <b>please, thank you</b> |   |   | X |
| shifts to being a “verb lover” <sup>2</sup>  |   |   |   |

## Expressive Syntax

### 12-15 months

|              |
|--------------|
| no behaviors |
|--------------|

### 15-18 months

|                                         | E | M | G |
|-----------------------------------------|---|---|---|
| uses <b>that + N</b>                    |   |   |   |
| uses question marker ( <b>Whadat?</b> ) |   |   |   |

### 18-21 months

|                                                  | E | M | G |
|--------------------------------------------------|---|---|---|
| occasionally uses some word endings (-ing, -s)   |   | X | X |
| uses question intonation to ask yes/no questions |   |   |   |
| uses <b>this + N</b>                             |   |   |   |

### 21-24 months

|                                                 | E | M | G |
|-------------------------------------------------|---|---|---|
| uses <b>where/what + NP</b> or <b>VP</b>        |   |   |   |
| uses <b>not</b> or <b>no + verb</b>             |   |   |   |
| uses “ <b>What doing?</b> ”                     |   |   | X |
| uses in 2-3 word combos: <b>my, me, or mine</b> |   |   | X |
| <b>in, on, over</b> (there), <b>up</b>          |   |   | X |
| <b>more + N</b>                                 |   |   |   |

<sup>2</sup> Children who are not noun-lovers (that is, they use more social/interactional words and less nomination) at the earliest stages of word acquisition progress more slowly in the acquisition of new words than do those who do favor nouns. However, acquisition rates are likewise slowed near a language age of two years, if the child does not begin to attend more to actions than to nouns.

## Expressive First Words

| 9 months | 10-12 months | 13-15 months | 16-18 months | 19-21 months | 22-24 months                                                                                                                                                                                             |
|----------|--------------|--------------|--------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |              | any one word | 10 words     | 20+ words    | 50-75 words (60% nouns; 25% verbs)<br>polite forms (please, thank you)<br>1 personal pronoun (my, me, mine)<br>2 question forms<br>more foods, activities, people<br>(see <i>Receptive First Words</i> ) |

| Social Words                                                                                                                                   | Important People                                                                      | Proto-Imperatives<br>(words to demand)    | Proto-Declaratives<br>(words for telling things)  | First Nouns                                                                                                                                                    | First Verbs                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| no-no<br>sh!<br>bye-bye<br>hi<br>uh-oh<br>ow!<br>night-night<br>mmm! (yummy)<br>one of any other<br>social routine<br>(kisses, "so big", etc.) | Mama<br>Daddy<br>child's name<br>pet's name<br>1-2 other names of<br>important people | up<br>more<br>off<br>out<br>gimme<br>down | all gone<br>here<br>there<br>dirty<br>hot<br>that | any 3 toys<br>any 3 foods<br>any 2 body parts<br>any 2 clothing words<br>any 2 animals/sounds<br>any 3 household<br>objects/furniture<br>any 2 outside objects | open<br>eat<br>sleep<br>look (or lookit)<br>any 3 other verbs |

## Linguistic Meaning

### 12-15 months

|                                                                                | E | M | G |
|--------------------------------------------------------------------------------|---|---|---|
| uses any 1-10 words                                                            |   |   |   |
| uses jargon (words mixed with sentence intonation)                             |   |   |   |
| For 12-24 months, see suggested word lists: Receptive & Expressive First Words |   |   |   |

### 15-18 months

|                                                         | E | M | G |
|---------------------------------------------------------|---|---|---|
| uses 10-20 words to:                                    |   |   |   |
| <b>identify attribute</b> (big)                         |   |   |   |
| <b>identify location</b> (up)                           |   |   |   |
| <b>protest/refuse/reject</b> (no)                       |   |   |   |
| <b>state nonexistence</b> (no)                          |   |   |   |
| <b>greet/attract attention</b> (hi)                     |   |   |   |
| <b>name agents, actions &amp; objects</b>               |   |   |   |
| <b>show possession</b> (mama)                           |   |   |   |
| <b>express recurrence</b> (more)                        |   |   |   |
| <b>state existence</b> (look, there)                    |   |   |   |
| <b>state disappearance/cessation</b> (finish, all gone) |   |   |   |
| by 18 months, 90% of all children are using two words   |   |   |   |

### 18-21 months

|                                                           | E | M | G |
|-----------------------------------------------------------|---|---|---|
| uses 20+ words; few verbs except proto-verbs <sup>2</sup> |   |   |   |
| names 5 - 7 objects                                       |   |   |   |
| uses 50 - 75 words (60% nouns, 25% verbs) <sup>2</sup>    |   |   |   |
| mean age for 50 words = 19.75 months                      |   |   |   |

### 21-24 months

|                                              | E | M | G |
|----------------------------------------------|---|---|---|
| uses semantic relations (by 24 months):      |   |   |   |
| <b>agent + action</b>                        |   |   |   |
| <b>action + object</b>                       |   |   |   |
| <b>action + recipient</b>                    |   |   |   |
| <b>entity + location</b>                     |   |   |   |
| <b>attribute + entity</b>                    |   |   |   |
| <b>possessive + entity</b>                   |   |   |   |
| <b>negative + X</b>                          |   |   |   |
| <b>introducer + X</b> (look ball)            |   |   |   |
| <b>What + this/that?</b>                     |   |   |   |
| <b>question</b> (go home?)                   |   |   |   |
| uses polite forms – <b>please, thank you</b> |   |   |   |
| shifts to being a “verb lover” <sup>2</sup>  |   |   |   |

## Expressive Syntax

### 12-15 months

|              |
|--------------|
| no behaviors |
|--------------|

### 15-18 months

|                                         | E | M | G |
|-----------------------------------------|---|---|---|
| uses <b>that + N</b>                    |   |   |   |
| uses question marker ( <b>Whadat?</b> ) |   |   |   |

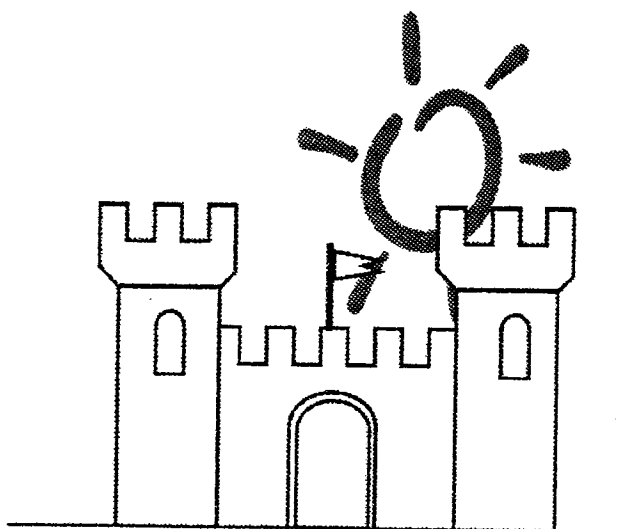
### 18-21 months

|                                                  | E | M | G |
|--------------------------------------------------|---|---|---|
| occasionally uses some word endings (-ing, -s)   |   | X | X |
| uses question intonation to ask yes/no questions |   |   |   |
| uses <b>this + N</b>                             |   |   |   |

### 21-24 months

|                                          | E | M | G |
|------------------------------------------|---|---|---|
| uses <b>where/what + NP</b> or <b>VP</b> |   |   |   |
| uses <b>not</b> or <b>no + verb</b>      |   |   |   |
| uses “ <b>What doing?</b> ”              |   |   |   |
| uses in 2-3 word combos:                 |   |   |   |
| <b>my, me, or mine</b>                   |   |   |   |
| <b>in, on, over</b> (there), <b>up</b>   |   |   |   |
| <b>more + N</b>                          |   |   |   |

<sup>2</sup> Children who are not noun-lovers (that is, they use more social/interactional words and less nomination) at the earliest stages of word acquisition progress more slowly in the acquisition of new words than do those who do favor nouns. However, acquisition rates are likewise slowed near a language age of two years, if the child does not begin to attend more to actions than to nouns.



# Cottage Acquisition Scales for Listening, Language & Speech Simple Sentence Level

developed by Elizabeth M. Wilkes, Ph.D., C.E.D., CCC-SLP

Child's Name:

Child #2

Age at full-time use of amplification: \_\_\_\_\_  
(Listening Age = 0)

DOB:

5 years old

meaning  
He from  
birth?

## KEY:

E = Emerging

M = Mastered in some contexts

G = Generalized to many contexts



Achieved at Enrollment



Selected Objective in: \_\_\_\_\_ - \_\_\_\_\_ school year



Date Achieved

## Nouns & Noun Modifiers

| 24-30 months                                           | E | M | G |
|--------------------------------------------------------|---|---|---|
| conjoins* nouns with <b>and</b>                        |   |   |   |
| uses modifier* + Noun as direct object                 |   |   |   |
| uses indefinite article: <b>a</b>                      |   |   |   |
| uses color/size adj.                                   |   |   |   |
| uses <b>some, another, other</b> (indicates same kind) |   |   |   |
| uses <b>lots of</b>                                    |   |   |   |
| uses <b>number + N</b>                                 |   |   |   |
| uses <b>some</b> with non-count nouns*                 |   |   |   |
| uses nouns as modifiers (cookie dough)                 |   |   |   |

| 30-36 months                                               | E | M | G |
|------------------------------------------------------------|---|---|---|
| early <b>relative clauses*</b> (thing I got, one mom made) |   |   |   |
| uses definite article: <b>the</b> (shows class membership) |   |   |   |
| uses elaborated noun phrases (That big ball is mine.)      |   |   |   |
| uses quantifiers: <b>many, all, a lot of</b>               |   |   |   |
| uses indefinite article: <b>an</b>                         |   |   |   |
| uses double adjectives (big, red)                          |   |   |   |
| uses <b>indirect objects*</b> (give/take/show X to X)      |   |   |   |

| 36-42 months                                                                                               | E | M | G |
|------------------------------------------------------------------------------------------------------------|---|---|---|
| uses plural <b>-s, -es</b>                                                                                 |   |   |   |
| uses possessive <b>'s</b>                                                                                  |   |   |   |
| use <b>a(n)/the</b> to show specific vs. nonspecific                                                       |   |   |   |
| produces first opposites                                                                                   |   |   |   |
| always uses a subject                                                                                      |   |   |   |
| noun phrase includes variety of modifiers: that/this/the/a/... possessive, number, adjectives <sup>1</sup> |   |   |   |
| uses more elaborate quantifiers (just a little bit, a few more)                                            |   |   |   |
| uses adjectives: texture                                                                                   |   |   |   |
| uses <b>first/last/ordinals/next/both/any/each/few/every/much/several</b>                                  |   |   |   |
| uses verbs as adjectives (frying pan)                                                                      |   |   |   |

| 42-48 months                                               | E | M | G |
|------------------------------------------------------------|---|---|---|
| uses <b>are w/ plurals</b>                                 |   |   |   |
| uses <b>pre-articles*</b> (a box of, a bunch of)           |   |   |   |
| uses <b>most, least</b>                                    |   |   |   |
| uses no article when acceptable*: (I eat apples.)          |   |   |   |
| uses D.O.+ <b>relative*</b> (same subject as main subject) |   |   |   |

## Prepositions & Pronouns

| 24-30 months                                                                   | E | M | G |
|--------------------------------------------------------------------------------|---|---|---|
| uses subject pronouns: <b>you, I, it</b>                                       |   |   | X |
| uses object pronouns: <b>you, me, it</b>                                       |   |   | X |
| uses possessive pronoun: <b>my, your</b>                                       |   |   |   |
| uses pronoun: <b>one</b>                                                       |   |   |   |
| uses possessive nom.: <b>mine</b>                                              |   |   | X |
| uses <b>this, that</b> as noun (This is my hat.)                               |   |   | X |
| uses adverb-place: <b>at, into, to, onto, up, from, off, around, on top of</b> |   |   |   |

| 30-36 months                                                                                                              | E | M | G |
|---------------------------------------------------------------------------------------------------------------------------|---|---|---|
| uses adverb-place: <b>above, across, away from, down, below, by, out (of), under, over (to), through, off of, next to</b> |   |   |   |
| uses subject pronoun: <b>he</b>                                                                                           |   |   |   |
| uses adverb-time: <b>at, in, on</b>                                                                                       |   |   |   |
| uses adverb-manner: <b>with, without</b> (with a knife)                                                                   |   |   |   |
| uses <b>something</b>                                                                                                     |   |   |   |
| uses <b>here, there</b> as noun                                                                                           |   |   |   |
| uses prepositions: <b>of, for, like</b>                                                                                   |   |   |   |

| 36-42 months                                                                  | E | M | G |
|-------------------------------------------------------------------------------|---|---|---|
| uses subject pronoun: <b>we, she, they</b>                                    |   |   | X |
| uses object pronoun: <b>her, him, them</b>                                    |   |   |   |
| uses ambient* <b>it</b> (It was fun. It's raining.)                           |   |   |   |
| uses indefinite pronoun: <b>everybody/one/thing</b>                           |   |   |   |
| uses adverb-place: <b>behind, in back/front of, between, in the middle of</b> |   |   |   |
| uses adverb-accompaniment: <b>with</b> (with my friend), <b>without</b>       |   |   |   |
| uses adverb-time: <b>during</b>                                               |   |   |   |

| 42-48 months                                            | E | M | G |
|---------------------------------------------------------|---|---|---|
| uses reflex. pronoun: <b>myself</b>                     |   |   |   |
| uses possessive pronoun: <b>its, her, his</b>           |   |   |   |
| uses adverb-place: <b>after, before, beside, beyond</b> |   |   |   |
| uses adverb-time: <b>from, to</b>                       |   |   |   |
| uses indefinite pronoun: <b>someone/body</b>            |   |   |   |

## Verbs & Modals

| 24-30 months                                              | E | M | G |
|-----------------------------------------------------------|---|---|---|
| uses <b>Sentence Pattern I*</b> : NP + V                  |   |   |   |
| uses <b>Sentence Pattern II*</b> : NP + V + NP            |   |   |   |
| uses <b>gonna/wanna/hafta</b> to express wish/intention   |   |   |   |
| uses <b>Sentence Pattern V*</b> : NP + cop. be + location |   |   |   |
| uncontractible copula: <b>is*</b>                         |   |   |   |
| uses <b>Sentence Pattern IV*</b> : NP + cop. + equivalent |   |   |   |
| uses particle verbs (dress up, put on,...)                |   |   |   |

| 30-36 months                                              | E | M | G |
|-----------------------------------------------------------|---|---|---|
| uses <b>can, will, let's, could</b>                       |   |   |   |
| uses <b>and</b> to conjoin verbs                          |   |   |   |
| uses simple infinitives: (I like to swim.)                |   |   |   |
| uses <b>imperatives</b>                                   |   |   |   |
| uses present tense copula be: <b>am, are</b>              |   |   |   |
| uses <b>Sentence Pattern III*</b> : NP + cop. + adjective |   |   |   |
| uses contractible copula in Patterns III, IV, and V       |   |   |   |

| 36-42 months                                                                                              | E | M | G |
|-----------------------------------------------------------------------------------------------------------|---|---|---|
| uses <b>hafta, gotta, would, might, should, 'd better,</b>                                                |   |   |   |
| uses <b>know how to</b> ___                                                                               |   |   |   |
| uses <b>Sentence Pattern V*</b> : NP + cop. + reason/recipient (This is for you.) (That's for the party.) |   |   |   |
| uses <b>Sentence Pattern V*</b> : NP + cop. + adv.-time (The party's on Friday.)                          |   |   |   |
| uses <b>Sentence Pattern IV*</b> with sense verbs (looks like, feels like)                                |   |   |   |
| uses 4.3 words/sentence                                                                                   |   |   |   |

| 42-48 months                                                                              | E | M | G |
|-------------------------------------------------------------------------------------------|---|---|---|
| uses <b>must</b>                                                                          |   |   |   |
| uses past tense copula: <b>was, were</b>                                                  |   |   |   |
| uses <b>Sentence Pattern IV*</b> : <b>became, changed into,...</b> (He became president.) |   |   |   |

<sup>1</sup> Developmental milestone – Not a teachable objective

## Tense & Negation

| 24-30 months                                                             | E | M | G |
|--------------------------------------------------------------------------|---|---|---|
| uses -ing with no auxiliary be                                           |   |   |   |
| continues to use NP no VP <sup>1</sup>                                   |   | X | X |
| uses don't, can't to indicate nonexistence, disappearance, nonoccurrence |   |   |   |
| uses no as a negative determiner* (no bananas)                           |   |   |   |
| uses a few irregular past tense forms                                    |   |   | X |

| 30-36 months                                                    | E | M | G |
|-----------------------------------------------------------------|---|---|---|
| uses NP + not + VP                                              |   |   |   |
| uses over-generalized -ed <sup>1</sup>                          |   | X | X |
| uses can't/don't/not gonna to reject & prohibit                 |   |   |   |
| uses That's not..., It's not...                                 |   |   |   |
| uses contractible forms for present progressive (He's running.) |   |   |   |
| uses nothing, none                                              |   |   |   |
| uses I'm not                                                    |   |   | X |

| 36-42 months                                                         | E | M | G |
|----------------------------------------------------------------------|---|---|---|
| uses won't                                                           |   |   |   |
| uses present progressive: Is/are/am + verb + ing                     |   |   | X |
| uses uncontractible* present progressive (The children are running.) |   |   |   |
| uses don't know how to                                               |   |   |   |
| uses nobody, no one                                                  |   |   |   |
| uses couldn't, wouldn't                                              |   |   |   |

| 42-48 months                                               | E | M | G |
|------------------------------------------------------------|---|---|---|
| uses isn't, aren't, is not, are not (copula be + negation) |   |   |   |
| uses infrequently present perfect (I have eaten)           |   | X | X |
| uses past tense -ed                                        |   |   |   |
| uses many irregular past forms (drank, swam, ran,...)      |   |   | X |
| uses 3rd person sing.-s                                    |   |   |   |

## Emerging Complexity

| 24-30 months                                                          | E | M | G |
|-----------------------------------------------------------------------|---|---|---|
| uses adverb - time*: now, already, again                              |   |   |   |
| uses simple wh- clauses for direct object (D.O.) * (See what I have.) |   |   |   |
| uses locative adverbs*: there, here, outside, up                      |   |   |   |
| uses too (inclusion)                                                  |   |   |   |
| uses unmarked infinitives* w/ help, watch, let, make (make it go)     |   |   |   |
| uses intensifiers: very, so, too                                      |   |   |   |

| 30-36 months                                                       | E | M | G |
|--------------------------------------------------------------------|---|---|---|
| uses 2 adverbs* of manner - fast, slowly, quietly, carefully       |   |   |   |
| uses and (then) to conjoin sentences                               |   |   |   |
| uses adverb-time: later, never, yesterday, always, tomorrow, today |   |   |   |
| uses a full sentence for D.O.*                                     |   |   |   |
| uses or to state choice                                            |   |   |   |

| 36-42 months                                                | E | M | G |
|-------------------------------------------------------------|---|---|---|
| uses and, but to oppose                                     |   |   |   |
| uses multiple embeddings (I think the man knew what to do.) |   |   |   |
| uses first, then                                            |   |   |   |
| uses days of the week                                       |   |   |   |
| uses almost, hardly                                         |   |   |   |
| uses just, only, even                                       |   |   |   |
| uses soon, next, finally                                    |   |   |   |
| uses all the time, every day                                |   |   |   |
| uses tenseless clauses as D.O.* (I made an egg red.)        |   |   |   |

| 42-48 months                                                                                                                    | E | M | G |
|---------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| uses conjoined & embedded clauses in same sentence (I think the man was in a hurry (embedded) and he hit his head. (conjoined)) |   |   |   |
| uses infinitives after D.O. (I want him to do it.)                                                                              |   |   |   |
| uses next/last + month/week/ year                                                                                               |   |   |   |
| uses 3+ manner adverbs                                                                                                          |   |   |   |
| uses but clause to show exception                                                                                               |   |   |   |
| uses verb forms* as D.O. (I like swimming.)                                                                                     |   |   |   |

## Questions

| 24-30 months                               | E | M | G |
|--------------------------------------------|---|---|---|
| uses rising intonation (even to 36 months) |   |   |   |
| uses what + NP or VP?                      |   |   |   |
| uses where + NP or VP?                     |   |   |   |
| uses what NP doing?                        |   |   |   |
| uses what color is NP?                     |   |   |   |
| uses who is X ?                            |   |   |   |
| asks how many? (How many you want?)        |   |   |   |

| 30-36 months                                                         | E | M | G |
|----------------------------------------------------------------------|---|---|---|
| uses wh-word + sentence (What the boy eat? Why/ How come Mama come?) |   |   |   |
| asks Why not?                                                        |   |   |   |
| asks What for?                                                       |   |   |   |
| asks How about + sentence?                                           |   |   |   |
| asks who, how (How you do that? Who eat that?)                       |   |   |   |
| asks Can you-? May I-?                                               |   |   |   |
| asks What happened?                                                  |   |   |   |

| 36-42 months                                                    | E | M | G |
|-----------------------------------------------------------------|---|---|---|
| inconsistently uses auxiliary inversion (Is he? Are you?)       |   | X | X |
| uses do to ask yes/no and wh- questions                         |   |   |   |
| asks What is/are...? with Sentence Patterns III, IV, V          |   |   |   |
| asks Who as object question: (Who is Mary hitting?)             |   |   |   |
| asks When questions                                             |   |   |   |
| asks future questions (Are you going to? Will I? What will...?) |   |   |   |

| 42-48 months                                                       | E | M | G |
|--------------------------------------------------------------------|---|---|---|
| uses did to ask yes/no questions without inversion                 |   |   |   |
| consistently uses inversion of auxiliary and subject noun/ pronoun |   |   |   |
| asks for detailed explanations                                     |   |   |   |
| asks Do you know how to...?                                        |   |   |   |
| asks What's that for?                                              |   |   |   |
| asks What was/were...?                                             |   |   |   |
| asks Was/Were...?                                                  |   |   |   |
| asks Which...?                                                     |   |   |   |
| asks Would/could/should...?                                        |   |   |   |

\* See Teacher's Guide

## Cognition/Play

| 24-30 months                                                                 | E | M | G |
|------------------------------------------------------------------------------|---|---|---|
| produces 1st "creations"                                                     |   |   |   |
| represents daily experiences with some correct sequence (cook, vacuum, feed) |   |   |   |
| uses most toys appropriately                                                 |   |   |   |
| shares toys                                                                  |   |   |   |

| 30-36 months                                                     | E | M | G |
|------------------------------------------------------------------|---|---|---|
| uses some internal problem solving instead of trial and error    |   |   | X |
| imaginatively role plays with peers                              |   |   |   |
| represents less familiar events (schema for going to the doctor) |   |   |   |
| names own drawings                                               |   |   |   |
| pretends to be caregiver                                         |   |   |   |
| uses 1 object to represent many objects                          |   |   |   |

| 36-42 months                                                                                | E | M | G |
|---------------------------------------------------------------------------------------------|---|---|---|
| develops awareness of remembering/need to remember but has no other knowledge about memory* |   |   |   |
| begins to problem solve about events with no personal knowledge (what would happen if?)     |   | X | X |
| uses elaborate, sequential play (mix/bake/serve/eat/wash dishes)                            |   |   |   |

| 42-48 months                                                           | E | M | G |
|------------------------------------------------------------------------|---|---|---|
| effectively uses non-verbal rehearsal of touching/looking to remember* |   |   |   |
| plays cooperatively in groups of 2-3                                   |   |   |   |
| assumes the role of another person in play                             |   |   |   |
| increases in amount of dramatization in play                           |   |   |   |
| matches sets/categories                                                |   |   |   |

## Conversation

| 24-30 months                                   | E | M | G |
|------------------------------------------------|---|---|---|
| uses speech to announce intentions (I go out.) |   |   |   |
| takes 2 turns in conversations                 |   |   |   |
| verbally introduces & changes topic            |   |   |   |
| uses words to express emotion                  |   |   |   |
| begins to give descriptions to aid listener    |   | X | X |
| clarifies by repeating                         |   |   |   |
| requests clarification                         |   |   |   |
| uses pre-narrative heaps*                      |   |   |   |

| 30-36 months                                                         | E | M | G |
|----------------------------------------------------------------------|---|---|---|
| converses in sentences                                               |   |   |   |
| attempts to control situations verbally (You do it. Don't touch it.) |   |   |   |
| uses polite/"nice" intonational patterns                             |   |   |   |
| responds to requests to clarify (attempts to describe/explain)       |   |   | X |

| 36-42 months                                                           | E | M | G |
|------------------------------------------------------------------------|---|---|---|
| takes 4-5 conversational turns                                         |   |   |   |
| uses fillers to acknowledge (uh-huh/yeah/ok)                           |   |   |   |
| begins to shift register with younger children*                        |   | X | X |
| requests permission                                                    |   |   |   |
| uses language for teasing/jokes/fantasies                              |   |   |   |
| consistently uses descriptions to clarify                              | X |   |   |
| corrects others                                                        |   |   |   |
| uses primitive narratives (event chains)*                              |   |   |   |
| uses pronouns to mark old information (Tom slapped Sue and she cried.) |   |   |   |

| 42-48 months                                                                 | E | M | G |
|------------------------------------------------------------------------------|---|---|---|
| has long, detailed conversations                                             |   |   |   |
| tells 2 events in correct order                                              |   |   |   |
| tells story mixing real and unreal                                           | X | X | X |
| uses pronouns across sentences to mark object (Tom hit Max and Sue bit him.) |   |   |   |

## Listening

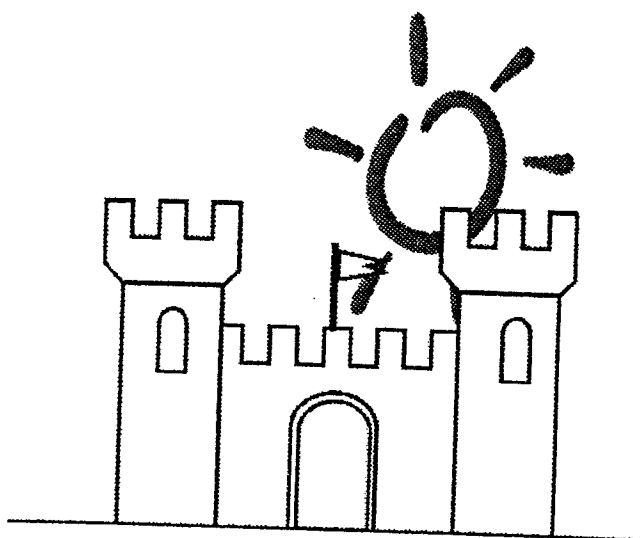
| 24-30 months                                    | E | M | G |
|-------------------------------------------------|---|---|---|
| points to 4 action words in pictures            |   |   |   |
| recognizes family members' names                |   |   |   |
| can give "just one"                             |   |   |   |
| understands big, little                         |   |   |   |
| responds to simple questions (What's he doing?) |   |   |   |
| understands in/on/under                         |   |   |   |
| repeats 2 numbers or words                      |   |   |   |
| repeats a 4-5 word sentence                     |   |   |   |

| 30-36 months                                                        | E | M | G |
|---------------------------------------------------------------------|---|---|---|
| follows simple 2- or 3-step unrelated commands                      |   |   |   |
| understands concept of one vs. all                                  |   |   |   |
| answers yes/no questions                                            |   |   |   |
| answers What happened?                                              |   |   |   |
| answers at least 1 question of kind: What do you do when you are _? |   |   | X |
| follows commands with 2 critical attributes                         |   |   |   |
| repeats 3 numbers/words                                             |   |   |   |
| repeats 6-7 word sentence                                           |   |   |   |

| 36-42 months                                                 | E | M | G |
|--------------------------------------------------------------|---|---|---|
| differentiates singular & plural in commands                 |   |   |   |
| answers Who is _ing?                                         |   |   |   |
| answers 3 questions about self                               |   |   | X |
| answers How many?                                            |   |   |   |
| answers What + VP? (What eats worms?)                        |   |   |   |
| names object when given function (What do you see with?)     |   |   |   |
| answers Whose _ is this?                                     |   |   |   |
| answers more difficult Where questions (Where do you sleep?) |   |   |   |
| gives last word of line (The apple is on the ...)            |   |   |   |

| 42-48 months                                  | E | M | G |
|-----------------------------------------------|---|---|---|
| understands comparative: -er, -est            |   |   |   |
| sequences 3 critical elements/events          |   |   |   |
| answers simple riddles                        |   |   |   |
| answers 3 of 3: What do you do when you're _? |   |   |   |
| answers What's a _ for?                       |   |   |   |
| answers What would happen if _?               |   |   |   |
| completes easy analogies with opposites       |   |   |   |





# Cottage Acquisition Scales for Listening, Language & Speech Complex Sentence Level

developed by Elizabeth M. Wilkes, Ph.D., C.E.D., CCC-SLP

Child's Name: \_\_\_\_\_

Age at full-time use of amplification: \_\_\_\_\_ DOB: \_\_\_\_\_  
(Listening Age = 0)

## KEY:

☒ *Achieved at Enrollment*    **E** - *Emerging*    **M** - *Mastered in some contexts*    **G** - *Generalized to many contexts*  
☐ *Selected Objective in:* \_\_\_\_\_ - \_\_\_\_\_ *school year*    ☐ *2/99* *Date Achieved*

## Nouns, Noun Modifiers & Relative Clauses

| 4-4 ½ years                                                                                                            | E | M | G |
|------------------------------------------------------------------------------------------------------------------------|---|---|---|
| uses <b>irregular plural</b>                                                                                           |   |   |   |
| can move <b>indirect object</b> to before direct object<br>(I gave her a sweater.)                                     |   |   |   |
| uses <b>verb forms</b> as objects of preposition (John kept him from falling off the wall.)                            |   |   |   |
| uses D.O. + <b>relative*</b> : relative pronoun is embedded subject (I like the big ball that's red and white zigzag.) |   |   |   |
| uses D.O. + <b>relative*</b> : relative pronoun stands for D.O. (You have the ball that Mom got me.)                   |   |   |   |

| 4 ½ -5 years                                                   | E | M | G |
|----------------------------------------------------------------|---|---|---|
| uses <b>comparative -er</b>                                    |   |   |   |
| uses <b>a, the</b> to indicate given vs. new information*      |   |   |   |
| uses <b>relative *</b> clause to: modify object of preposition |   |   |   |
| modify indirect object                                         |   |   |   |
| uses <b>all of, some of</b>                                    |   |   |   |

| 5-6 years                                                                      | E | M | G |
|--------------------------------------------------------------------------------|---|---|---|
| uses <b>superlative -est</b>                                                   |   |   |   |
| uses <b>-er</b> to form nouns (hit → hitter)                                   |   |   |   |
| uses <b>verb forms</b> as subjects (Working at home is fun.)                   |   |   |   |
| uses <b>relative*</b> clause after the subject                                 |   |   |   |
| uses <b>relative*</b> deletion (The man (who is) <u>driving</u> the car is...) |   |   |   |
| uses <b>none of/all of the x</b> but...                                        |   |   |   |

| 6-8 years                                                                              | E | M | G |
|----------------------------------------------------------------------------------------|---|---|---|
| uses <b>irregular comparative/superlative: better, best; worse, worst</b>              |   |   |   |
| uses <b>more/less/fewer -than; the most/least - of all.</b>                            |   |   |   |
| uses adjective strings that match adult order preferences (up to 3)*                   |   |   |   |
| uses <b>verb forms*</b> as complements (I know <u>working hard</u> is good for me.)    |   |   |   |
| uses embedded sentences as nouns (John's <u>tearing up of the painting</u> was awful.) |   |   |   |
| uses <b>(not) as ... as</b>                                                            |   |   |   |

## Prepositions & Pronouns

| 4-4 ½ years                                                                                                        | E | M | G |
|--------------------------------------------------------------------------------------------------------------------|---|---|---|
| *Refer to the Boehm list of basic concepts for a more complete list of prepositions that are mastered by ages 6-7. |   |   |   |
| uses possessive pronouns: <b>our, their</b>                                                                        |   |   |   |
| uses possessive nominatives: <b>hers, his, yours</b>                                                               |   |   |   |
| uses adverb-time: <b>until, within, before, after, over*</b>                                                       |   |   |   |
| uses adverb-other: <b>about, along, among, except</b>                                                              |   |   |   |
| uses indefinite pronouns: <b>anything</b>                                                                          |   |   |   |
| uses <b>these, those</b>                                                                                           |   |   |   |

| 4 ½ -5 years                                                                             | E | M | G |
|------------------------------------------------------------------------------------------|---|---|---|
| uses reflexive pronouns: <b>himself, herself, yourself</b>                               |   |   |   |
| uses indefinite pronoun: <b>nothing</b>                                                  |   |   |   |
| uses objective pronoun: <b>us</b>                                                        |   |   |   |
| uses indefinite pronouns: <b>some, more, one</b> (Some are mine. You have <u>more</u> .) |   |   |   |

| 5-6 years                                                                                                | E | M | G |
|----------------------------------------------------------------------------------------------------------|---|---|---|
| uses reflexive pronoun: <b>themselves</b>                                                                |   |   |   |
| uses possessive nominative: <b>its, ours, theirs</b>                                                     |   |   |   |
| conjoins <b>pronouns</b>                                                                                 |   |   |   |
| uses <b>this, that, it</b> to stand for entire ideas (The baby fell and hurt itself. It's not my fault.) |   |   |   |
| uses adverb-time: <b>for, until</b>                                                                      |   |   |   |
| uses adverb-other: <b>instead of, rather than</b>                                                        |   |   |   |

| 6-8 years                                                                                                                                  | E | M | G |
|--------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| uses reflexive pronouns: <b>itself, ourselves</b>                                                                                          |   |   |   |
| uses indefinite pronoun: <b>any</b>                                                                                                        |   |   |   |
| uses indefinite pronouns: <b>anybody/one</b>                                                                                               |   |   |   |
| uses indefinite pronouns: <b>all, other, another, many, both</b> (Many come here, but <u>others</u> go to <u>another</u> down the street.) |   |   |   |

## Verbs, Adverbs & Infinitives

| 4-4 ½ years                                                                              | E | M | G |
|------------------------------------------------------------------------------------------|---|---|---|
| uses <b>infinitives</b> with prepositional phrases (to climb over the fence)             |   |   |   |
| uses <b>infinitives</b> with direct objects (This is the <u>spoon</u> to eat soup with.) |   |   |   |
| uses <b>infinitives</b> to state purpose (Mom went shopping to get shoes.)               |   |   |   |
| uses <b>infinitives</b> as direct object (She began to leave.)                           |   |   |   |

| 4 ½ -5 years                                                   | E | M | G |
|----------------------------------------------------------------|---|---|---|
| uses <b>adjective + infinitive</b> (He was happy to go.)       |   |   |   |
| uses <b>indirect discourse: tell</b> (She told me what to do.) |   |   |   |
| conjoins <b>infinitives</b> (to go and (to) get some bread)    |   |   |   |

| 5-6 years                                                                   | E | M | G |
|-----------------------------------------------------------------------------|---|---|---|
| uses <b>-ly</b> productively to form adverbs*                               |   |   |   |
| uses specific times as adverbs (at 2 o'clock)                               |   |   |   |
| uses <b>indirect discourse: say/said that</b> (He said that you can do it.) |   |   |   |
| uses <b>indirect discourse: ask</b> (He asked to go.)                       |   |   |   |
| uses <b>infinitive with wh-words</b> (when to leave)                        |   |   |   |
| uses 6.88 words/C.U.*                                                       |   |   |   |

| 6-8 years                                                                | E | M | G |
|--------------------------------------------------------------------------|---|---|---|
| uses <b>infinitives</b> as subjects (To be good is hard.)                |   |   |   |
| uses <b>indirect discourse: ask if</b> (He asked if we could leave.)     |   |   |   |
| uses <b>indirect discourse: ask wh-question</b> (He asked why you left.) |   |   |   |
| uses <b>direct quotation</b>                                             |   |   |   |
| uses 7.56 words/CU *                                                     |   |   |   |

## Tense, Negation & Modals

| 4-4 ½ years                                                                | E | M | G |
|----------------------------------------------------------------------------|---|---|---|
| uses <b>shouldn't, didn't</b>                                              |   |   |   |
| contractible auxiliary<br>They're coming.                                  |   |   |   |
| uses Pattern V: <b>be + about</b><br>(It's about Bambi.)                   |   |   |   |
| uncontractible auxiliary*:<br><b>did, do(es), are</b>                      |   |   |   |
| uses <b>has, does</b>                                                      |   |   |   |
| uses <b>present perfect tense</b><br>(I <u>have</u> done it.)              |   |   |   |
| uses <b>past progressive:</b><br><b>was/were + Verb -ing</b>               |   |   |   |
| uses <b>negative + past be</b> (aux.<br>& copula): <b>was not, weren't</b> |   |   |   |

| 4 ½ -5 years                                    | E | M | G |
|-------------------------------------------------|---|---|---|
| uses <b>doesn't, did not, do not</b>            |   |   |   |
| uses truncated passive*<br>(Mary got hit.)      |   |   |   |
| <b>Vbe - future: will be</b>                    |   |   |   |
| <b>Vbe -- present perfect</b><br>(I have been!) |   |   |   |
| uses <b>emphatic do/does/did*</b>               |   |   |   |

| 5-6 years                                                            | E | M | G |
|----------------------------------------------------------------------|---|---|---|
| <b>present perfect: have/has + verb + -en</b>                        |   |   |   |
| uses <b>negative + perfect tense: haven't, has not + verb + -en</b>  |   |   |   |
| uses <b>future progressive: will be + verb + -ing</b>                |   |   |   |
| uses <b>present perfect progressive: have/has been + verb + -ing</b> |   |   |   |
| uses <b>modal + progressive: modal + be + verb + -ing</b>            |   |   |   |
| uses <b>negation with say, ask, tell, know that, think,...</b>       |   |   |   |

| 6-8 years                                                                                | E | M | G |
|------------------------------------------------------------------------------------------|---|---|---|
| uses <b>past perfect tense</b><br>(He <u>had</u> eaten it.)                              |   |   |   |
| uses <b>past perfect progressive</b><br>(had been swimming)                              |   |   |   |
| uses <b>irreversible passive*</b>                                                        |   |   |   |
| uses <b>negative + past perfect</b>                                                      |   |   |   |
| uses <b>negation with passive</b>                                                        |   |   |   |
| uses <b>modal + perfect (+ progressive)</b> (should have been eating, might have hidden) |   |   |   |
| always uses <b>irregular past</b>                                                        | X | X |   |
| uses <b>reversible passive*</b>                                                          |   |   |   |

## Coordination, Nominals & Adverbials

| 4-4 ½ years                                                                                   | E | M | G |
|-----------------------------------------------------------------------------------------------|---|---|---|
| uses <b>because</b> in clauses                                                                |   |   |   |
| uses <b>when</b> in clauses                                                                   |   |   |   |
| uses elaborate infinitives/wh-clauses as direct objects She decided <u>what we should do.</u> |   |   |   |

| 4 ½ -5 years                       | E | M | G |
|------------------------------------|---|---|---|
| uses <b>if</b> in clauses          |   |   |   |
| uses <b>so/so that</b> in clauses  |   |   |   |
| uses <b>but first</b>              |   |   |   |
| uses <b>either or, neither nor</b> |   |   |   |

| 5-6 years                                                                      | E | M | G |
|--------------------------------------------------------------------------------|---|---|---|
| uses <b>so _ that, such a _ that</b>                                           |   |   |   |
| uses in clauses:<br><b>as soon as, as long as, until, while, before, after</b> |   |   |   |
| uses <b>or</b> to indicate inclusion<br>(Take one or all.)                     |   |   |   |
| uses <b>neither do, and do too, and so do</b>                                  |   |   |   |
| uses <b>whether ...or (not)</b>                                                |   |   |   |
| 1 out of 10 sentences contains a subordinate clause, or nominal clause         |   |   |   |

| 6-8 years                                                                                                               | E | M | G |
|-------------------------------------------------------------------------------------------------------------------------|---|---|---|
| uses in clauses:<br><b>although, even though, even if, though, except</b>                                               |   |   |   |
| uses in clauses:<br><b>unless, if only (then), if not</b>                                                               |   |   |   |
| uses <b>since, as, for (to)</b>                                                                                         |   |   |   |
| uses <b>however</b>                                                                                                     |   |   |   |
| uses wh-nominals as subjects<br>(What she likes is to...)                                                               |   |   |   |
| uses nominals as direct object and subject<br>(She realized <u>what the girls really wanted</u> was to write the boys.) |   |   |   |
| 2 out of 10 sentences contain adverbial or nominal subordination                                                        |   |   |   |

## Questions

| 4-4 ½ years                                          | E | M | G |
|------------------------------------------------------|---|---|---|
| asks <b>What do/did...?</b>                          |   |   |   |
| asks <b>Who do/did...?</b>                           |   |   |   |
| asks <b>Where do/did...?</b>                         |   |   |   |
| asks <b>What if...?</b>                              |   |   |   |
| asks <b>Why do/did...?</b>                           |   |   |   |
| asks <b>tag questions</b><br>(We didn't go, did we?) |   |   |   |
| asks <b>How come _?</b>                              |   |   |   |
| asks <b>How about verb + -ing?</b>                   |   |   |   |
| asks <b>Was/were _ verb + ing?</b>                   |   |   |   |
| asks <b>Why was/were/is/are...?</b>                  |   |   |   |

| 4 ½ -5 years                                                             | E | M | G |
|--------------------------------------------------------------------------|---|---|---|
| asks <b>negative tag questions</b><br>(We went to the movie, didn't we?) |   |   |   |
| asks <b>Which (object) do/did?</b>                                       |   |   |   |
| asks <b>Whose...?</b>                                                    |   |   |   |
| uses <b>does</b> to ask yes/no questions                                 |   |   |   |

| 5-6 years                                                                                     | E | M | G |
|-----------------------------------------------------------------------------------------------|---|---|---|
| asks <b>What is - made of?</b>                                                                |   |   |   |
| asks <b>wh- questions with does</b><br>(What kind of _ does...? Where does...? What does...?) |   |   |   |

| 6-8 years                                                                                  | E | M | G |
|--------------------------------------------------------------------------------------------|---|---|---|
| uses <b>more, less, most... in questions</b>                                               |   |   |   |
| asks <b>have</b> questions with present perfect<br>(Have you been there before?)           |   |   |   |
| asks <b>had</b> questions with past perfect<br>(Had you eaten yet?)                        |   |   |   |
| asks <b>yes/no</b> questions with 2- or 3-part auxiliaries<br>(Could he have been waving?) |   |   |   |

<sup>1</sup> Developmental milestone — not an objective.

\*See Teacher's Guide

## Cognition/Play

4-4 1/2 years

|                                                          | E | M | G |
|----------------------------------------------------------|---|---|---|
| has concept of "touch & count" (but loses track after 3) |   |   | X |
| uses dolls to act out scripts*                           |   |   |   |
| continues to be egocentric, causing language errors!     |   |   |   |

4 1/2 -5 years

|                                               | E | M | G |
|-----------------------------------------------|---|---|---|
| draws unmistakable human with many body parts |   |   |   |
| likes cutting/pasting                         |   |   |   |
| copies a triangle                             |   |   |   |

5-6 years

|                                                                         | E | M | G |
|-------------------------------------------------------------------------|---|---|---|
| uses 1:1 correspondence                                                 |   |   |   |
| demonstrates classification by material (wood, glass...)                |   |   |   |
| plays games by the rules                                                |   |   |   |
| plans sequences of events using props for a theme (trip to outer space) |   |   |   |
| demonstrates conservation of number*                                    |   |   |   |
| names days of week in order                                             |   |   |   |

6-8 years

|                                                                      | E | M | G |
|----------------------------------------------------------------------|---|---|---|
| serializes 10 items by size                                          |   |   |   |
| uses conservation of area, substance, and liquid volume*             |   |   |   |
| lists objects in a category; gives category label for lists          |   |   |   |
| thinks simultaneously about wholes and parts                         |   |   |   |
| can perform primary addition of classes                              |   |   |   |
| conserves number using reciprocity, negation, & identity operations* |   |   |   |
| uses verbal rehearsal to deliberately remember                       |   |   |   |
| names months of the year                                             |   |   |   |
| names month for a given holiday                                      |   |   |   |

## Discourse

4-4 1/2 years

|                                                                        | E | M | G |
|------------------------------------------------------------------------|---|---|---|
| uses yes/no questions as indirect requests *                           |   |   |   |
| correctly changes reference with <b>this/that, here/there, go/come</b> |   |   |   |
| uses unfocused chains for narratives *                                 |   |   |   |
| ends conversations appropriately                                       |   |   |   |
| changes topics appropriately                                           |   |   |   |

4 1/2 -5 years

|                                                                               | E | M | G |
|-------------------------------------------------------------------------------|---|---|---|
| uses hints as indirect requests*                                              |   |   |   |
| uses <b>apposition</b> to cue listeners (Mary, <u>my friend's</u> sister,...) |   |   |   |
| uses <b>this/that/these/those</b> from listener's perspective                 |   |   |   |
| initiates easily                                                              |   |   |   |
| politely interrupts                                                           |   |   |   |

5-6 years

|                                           | E | M | G |
|-------------------------------------------|---|---|---|
| uses focused chains for narratives*       |   |   |   |
| gives threats, insults                    |   |   |   |
| issues promises                           |   |   |   |
| may give praise                           |   |   |   |
| stays on topic 10 turns                   |   |   |   |
| uses pronoun reference as cohesive device |   |   |   |
| self monitors speech/ language for errors |   |   |   |

6-8 years

|                                                                     | E | M | G |
|---------------------------------------------------------------------|---|---|---|
| can give multi-step directions                                      |   |   |   |
| uses well-developed narratives*                                     |   |   |   |
| uses multiple sentence descriptive language (e.g., creates riddles) |   |   |   |
| makes evaluative comments                                           |   |   |   |
| checks listener's comprehension                                     |   |   |   |
| produces complete explanations                                      |   |   |   |

## Listening

4-4 1/2 years

|                                                                            | E | M | G |
|----------------------------------------------------------------------------|---|---|---|
| comprehends <b>irreversible passives*</b>                                  |   |   |   |
| recalls five details from a story/lesson                                   |   |   |   |
| memorizes lines of a song, poem, play                                      |   |   |   |
| recites nursery rhymes                                                     |   |   |   |
| tells what happened with all critical points for 3 to 4 sentence paragraph |   |   |   |

4 1/2 -5 years

|                                                                                        | E | M | G |
|----------------------------------------------------------------------------------------|---|---|---|
| gains new information from TV shows                                                    |   |   |   |
| comprehends complex directions about pictures (Point to the big dog that is not brown) |   |   |   |
| answers questions about stories with open set                                          |   |   |   |
| identifies word that rhymes or doesn't rhyme in set of 3-4                             |   |   |   |

5-6 years

|                                                                     | E | M | G |
|---------------------------------------------------------------------|---|---|---|
| comprehends <b>reversible passive voice*</b>                        |   |   |   |
| comprehends nonidentity use of pronouns (She found out Sarah won.)* |   |   |   |
| comprehends unrestricted pronoun reference*                         |   |   |   |
| learns own phone number                                             |   |   |   |
| learns some sound-letter correspondences                            |   |   | X |
| follows directions with <b>ask, tell</b>                            |   |   |   |
| can provide a word that rhymes with given word                      |   |   |   |

6-8 years

|                                                                                  | E | M | G |
|----------------------------------------------------------------------------------|---|---|---|
| understands reflexives ("The girl fed herself.")                                 |   |   |   |
| has sound-letter correspondence for all consonants & vowels                      |   |   |   |
| provides a synopsis/summary after one hearing                                    |   |   |   |
| understands difference in "John is eager to please." & "John is easy to please." |   |   |   |
| identifies semantic & syntactic absurdities in sentences.                        |   |   |   |
| detects which one of set of words does not belong                                |   |   |   |